DOCUMENT RESUME

ED 192 978 RC 012 278

AUTHOR	Billimoria, Roshan R., Ed.
TITLE	The Thy Project. Final Report.
REPORT NO	ISBN-87-87582-69-4
PUB DATE	Nov 78
NOTE	139p.
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Citizen Participation: Community Development: *Community Education: Energy Conservation: Global Approach: Human Resources: *International Educational Exchange: *International Programs: Models: Postsecondary Education: Program Evaluation: *Rural Development: *Rural Education: Technical Assistance: Technological Advancement
IDENTIFIERS	*Thy Project (Denmark): *United Nations University Centres

ABSTRACT

Inspiried by a United Nations effort to establish a worldwide university, the four and one-half year project carried out in Thy (Denmark) is explained in this final report, from its historical beginnings in 1973 to its official completion in 1978. Dedicated to the solution of problems which could be considered universal, the project goals are described as: finding alternative energy sources and technologies and utilizing the untapped reservoir of lifelong educational resources and out-of-school learning activities. The work themes, arrived at by local task force participants and aided by international assistants, are presented as a "regenerative farm" and a "learning community". Developments, settings, implementations, and practices of the two-fold project are examined, and local, national and international participation and collaboration are reviewed. Outcomes are evaluated as positive and constructive, both in terms of accomplishing local goals for community development and educational improvement, and in initiating an internationally transferable model for meeting human global needs. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED192978
RC 018278

RC

OCT 1980
ERIC/CRESS
RECEIVED

THE THY PROJECT

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

The Thy Project

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FINAL REPORT

November 1978

THE TRY PROJECT
P. O. Box 13
7770 Vestervig . Denmark

THE THY PROJECT - Final Report
Copyright 1978 by Roshan R. Billimoria
Published by Huaets Forlag
Vester Alle 15, 8000 Aarhus C., Denmark

ISBN 87-87582-69-4

Contents

INTRODUCTION 1

BEGINNINGS 7

SUBSEQUENT DEVELOPMENTS 15

THE SETTING: THY 23

THE CONCEPT 33

THE PROPOSAL 45

THE PROGRAM IN PRACTICE 55

THE PARTICIPANTS 63

THE WORK THEMES 71

- Work Theme I 75
- Work Theme II 90

PROGRAM METHODS 105

- Project Implementation 110
- Project Management 117
- Project Evaluation 119

OUTCOMES 125

KEY CHARACTERISTICS 145

CONCLUDING, LOOKING AHEAD 157

Appendix I — The Project Participants

Appendix II — Documentation on the Project, and on Related Themes and Activities, produced by the Participants

INTRODUCTION

A report had best not set forth to be all things to all persons. Neither is this one intended to.

The report speaks to ... It speaks, nevertheless, to three clusters: to the international community that has expressed growing indications of interest -- and curiosity -- in the Thy initiative; to our neighbors elsewhere in Denmark; not least by any means -- to the project participants themselves. Partly as a historical sketch of what has transpired these past four and a half years; and partly by way of a crystallization of the ideas and assumptions shaping this work.

The sources ... The sources for this report are, by and large, the documentation and raw material produced by the participants themselves -- orientation pieces, minutes of various meetings, discussion papers and articles, training manuals, study-circle outlines, evaluation reports, interviews on tape and on film.

It is a motley but authentic collection. And it speaks, from within, about this Thy Project. Its beginnnings and subsequent developments; the physical and conceptual setting; the proposed trial-run implementation; and the program in practice. In terms of the participants, the work-themes, the methods, the outcomes. And finally, the key characteristics and future prospects.

The chapters ... The various facets of program growth and direction falling into chapters -- some narrative, descriptive; others more caught up with the concepts running through the initiative.

pgs 1,2 blank

Not that it was easy to kaliedoscope these years -- or, for that matter, the recent four-month project cycle -- into a coherent, cohesive whole.

To understand and to link ...

But, we agreed, it was an experience important to relate and to pull together, also on paper. To attempt to understand in its entity, and to link to the general body of experience: on local development, on education for rural needs, and on fresh lines of international collaboration -- also in grass-roots' context.

The local and the global ...

It is probably fair to say that at best the effort represents a fragile endogenous response to "the pressing global problems ..." that hover so menacingly on the horizon for policy-maker and practitioner alike. An attempt -- involving at times up to a hundred local community residents -- to lock horns (and arms!) with the processes and paradoxes of local development, in a specific setting.

Basically, to make use of this region of Thy ... with its day to day problems and concerns; its institutions, its aspirations, its traditions, its resources ... to make use of this region as both learner and teacher, in an educational program on "The Search for Communities at Human Scale". Inviting in a handful of international participants as "learning partners" to work together with the people of Thy on themes of common interest and usefulness.

A slow, almost imperceptible process ...

It was a slow, at times almost an imperceptible, process of growth and development -- nurtured from within the roots of an organic community. Drawing

its tenacity, and much of its sustenance, also from within.

In the last analysis, given all the current commentaries on "another development", and on "learning for life", The Thy Project may quite possibly have walked ... a modest mile.

BEGINNINGS

... In examining our own region's situation in terms of its development and of parallel developments in rural communities elsewhere, we have come to believe that our thinking and active participation is also necessary in creating the kind of society that we want -- one whose future is ours, and one in which we can give local direction to the application of technology and the process of centralization.

We further believe that we share these concerns with other communities -- especially those that are less industrially developed -- and that a Learning Centre on "The Search for Communities at Human Scale" would prove to be of considerable inspiration and usefulness in that direction ...

(From the letter by the Nordic Association for establishing a U.N. University Centre in Thy to the U.N. University Council, Tokyo - November, 1974)

pgs. 6, 7, 8 blank

The original impetus ...

The original impetus for The Thy Project was to come, in the winter months of 1973-74, from the freshly adopted United Nations University Charter. And yet -- rural Thy, wedged remotely between the North Sea and the fjord in the north-western corner of Jutland, seemed an unlikely prospect to have much in common with the corridors of New York and Paris. And the committees at work there on the plans for a new direction in international education.

U Thant's mind-child [1] had through the early years been successively stretched, stamped, modified, and manicured by various working panels and General Assembly resolutions. Until what finally emerged out of the Founding Committee in late 1973 was a skeletal Charter of the United Nations University, seeking endorsement at the hands of the international assemblies within the United Nations system.

This Charter [2] referred to a somewhat decentralized global apparatus, "a number of research and training centres and programs established or to be established in various countries ..." with the accent quite clearly on:

- research into the pressing global problems of human survival, development, and welfare
- (and) dissemination of the knowledge gained ... in order to increase dynamic interaction in the world-wide community of learning and research.

---

1. The United Nations University concept was first proposed by Secretary-General U Thant in 1969

2. See U.N. document A/9149/ Add. 2 of October 30, 1973

The working documents accompanying the Charter suggested three critical areas of focus: the problem of world hunger; of human and social development; and the use and management of natural resources.

Indeed, the early blue-prints for this United Nations University had managed to stir some interest -- and not a little scepticism -- in international circles. The underlying question: Could this newcomer to the field really carry forth on charting a fresh course, or would it soon stoop under its own weighty purposes? After all, the basic idea of a world university, an international university, was hardly new-born. Having sprung up in a number of unusual variations and locations around the world.

The connection with Thy ...

But to return to the connection with Thy. The winter of 1973-74 found one of the persons who had taken part in the work of the United Nations University Founding Committee [3] on a visit to Thy, and to a cluster of "World University" centres struggling to keep afloat with their own peculiar brand of educational enterprise. The participants, largely from outside the immediate community or region, appeared encouraged that the United Nations had now taken up the challenge of creating a World University. But the Charter seemed too remote; the United Nations -- a world apart. The discussions turned circular, dwelling largely on the pre-occupations close at hand.

---

3. As Observer, in her capacity as representative of the United Nations Youth Caucus.

Mid-way through Roshan Billimoria's visit, Aage Rosendal -- himself from Thy, and leader of one of the centres [4] -- invited in a roomful of old friends and neighbors from the surrounding community to dinner, and "to hear about the United Nations University". It was intended as an informal winter get-together.

The neighbors arrived. The question came up: If we had a centre of this U.N. University in our community here in Thy, what would it look like?

Anders Skjødt, one of the neighbors, stood up part way through the evening's animated exchange -- to suggest continuing in smaller work-groups. Mid-night ... and the small groups were still at it.

The next morning Skjødt called Rosendal, and wondered if it might be possible to hold another meeting about the U.N. University at his home, with his friends and neighbors. A few days ... and Lund-Sørensen from Vestervig telephoned. He had heard that there was to be a public meeting on the local interest in the U.N. University, and thought he could help with the agenda and some of the planning.

By early February of 1974, almost a hundred local people were involved. The subject-at-large: the problems and paradoxes of small rural communities in development -- as experienced internally, by the residents of such communities themselves.

Roshan returned to Massachusetts, to be informed through the mail that the work in Thy was proceeding. More precisely, that there were five task-groups meeting regularly once a week on the local plans to help create a Learning Centre of the United Nations

---

4. New Experimental College, Skyum

University in their midst. The first group: to study the Charter and to draft an actual program proposal for such a centre; the second: to help with spreading the word around; the third: to explore funding possibilities; the fourth: to set about proving how such plans would never work!; and the fifth -- the self-termed "Commoners' Group" with some of the local farmers, the house-painter, and black-smith: to make sure the ideas were firmly rooted in the soil, "and understandable to even us ordinary people".

Already in January of that first year, Unesco had sent their man, Arthur Gillette, to find out first-hand what was afoot in Thy. Out of these initial exchanges surfaced the barest sketches of a program outline. It was to call itself: "The Search for Communities at Human Scale".

It now fell upon Preben Maegaard from Ydby, [5] absorbed with the need to "keep our small communities alive", to give direction to the early stages of program formulation and development. And under his working leadership, task-group one: "The Program Group" continued to come together, week after week, through the spring and summer and fall of 1974 to draft a program proposal for a U.N. University Learning Centre in Thy, linking the local to the global. Giving words to the principles and assumptions, to the concrete work-themes and methodology behind such an attempt to forge an actual international research and training program, out of the roots of a living community.

It was a proposal basically hammered together by the local community residents. Among others: Preben, Knud Hartmann -- the technical school teacher in Thisted, Lillian, his wife; Aase Jørgensen -- Administrative

---

5 . For locations in Thy, refer Map of Thy - page 69

Secretary with the local municipal office; Bjørn Rossing, recently retired; Gunnar Poulsen -- the folk-high school man. Roshan decided to return to Thy in the summer months of 1974, pitching in here and there with the proposal format and the English.

November 1974 saw the proposal[6] completed and mailed officially to the Rector, United Nations University, Tokyo -- by the Nordic Association for Establishing a U.N. University Centre in Thy.

An internal momentum ...

By the end of that first year, the effort had gained an internal momentum of its own. The United Nations University Charter may have inspired the early beginnings. More accurately, may have intrigued the local residents in Thy with its bold challenge to deal with pressing global problems at their root.

But the very process of working together with different members of the local community seemed to have brought with it a fresh consciousness of the region here as an entity. And of the possibility of tackling some of the problems that had come up for discussion.

There seemed little point in sitting back to wait for some external green light, or to postpone next steps for lack of massive funding.

"The Search for Communities at Human Scale", the participants discovered, was already under way.

---

6. For details of this proposal, refer "U.N. University Centre in Thy: A Proposal", Nordic Association for the U.N. University, Vestervig, Denmark -- November 1974.

SUBSEQUENT DEVELOPMENTS

With the submission of this proposal for a United Nations University Centre in Thy, it is important to me to express my great admiration for the remarkable co-operation which has taken place for almost a year among the many persons who have taken initiative and who have invested much in this work of developing a framework for a U.N. University Centre in Thy.

A very positive attitude towards international understanding -- not least in relation to developing countries -- has to a high degree served as the guiding principle for this project. And it is my firm belief that this attitude is so common in this region that it will have great significance in terms of a Learning Centre concerned with the problems of the world as a whole.

(From a letter by Arne Hyttel, Mayor of South Thy - November, 1974).

pgs. 15, 16 blank

The work continues ...

The work by the members of the Nordic Association seemed to trigger a number of meetings and activities, both local and international.

In the summer months of 1974, the local town festival in Vestervig used the United Nations University as its motif, with an arts and crafts exhibition and music concert highlighting the local involvement and interest in the United Nations University.

A few weeks earlier, the Association had sponsored a Nordic meeting -- inviting representatives from several institutions and organizations in the North, and Solomon Hailu from Unesco, to review the locally-generated proposal on "The Search for Communities at Human Scale" and to exchange perspectives on its future development.

The following Spring (1975), a study circle of local community residents working with the initiative met -- along with one of the organizers of the adult educational activities in the region -- to plan another local learning activity: "Fest Uge I Thy", a week-long summer series of study-circles, workshops, and community debate evenings on topics of immediate local concern as well as broader relevance.

The study week held late August that year, with its working title: "Thyland - Et af Mange Lande" (Thyland, One of Many Lands) borrowed from a Danish hymn, was to bring in over a hundred local community residents each evening.
Carl Nissen from the Danish Ministry of Education travelled up to Thy to make some observations of his

own. And John Fobes, then Deputy-Director General of Unesco, decided to follow up on his interest in the Thy effort with a personal visit.

The summer of 1975 brought another Working Meeting between local project participants and a handful of international representatives -- Kater and Tuqan from the Centre for the Study of Changing Societies in the Netherlands; Kwame Oduro from the People's Education Association, Ghana; and Arthur Gillette from Unesco.

The following summer, the activities of the Association focussed more directly on the regional development plans in the locality, and on generating community debate and dialogue on "What Constitutes Optimum Development -- for Thy?"

A project in the making ...

There seemed to be a project in the making. Not quite the ambitious blue-print conceived of initially. But a more modest venture, on a considerably smaller, more life-like scale. Rooted in the homes and work-places of the project participants, and following the natural rythmn of their own every-day working lives and responsibilities.

Identifying characteristics ...

The identifying characteristics emerged as it were out the very nature of the effort. It was to be a voluntary, basically self-reliant venture making use of home-grown or cost-sharing funding approaches. The learning material -- was to be the region in its entity: its struggle with alternative energy sources and technologies; its largely untapped reservoir of lifelong educational resources and out-of-school learning activities.
The project needed no rigid institutional identity -- it belonged organically to the people who partic-

ipated in it, and in their homes and work-places where the work and the planning continued.

Very slowly, almost imperceptibly at first, the tangible outcomes sprouted to light. At a national meeting of the United Nations Association where the local initiative in Thy was presented and discussed, Preben Maegaard was elected to the Board of the Danish U.N. Association.

Closer to home, the persistent struggle on the part of a handful of project members to support people-based initiatives in alternative energy gave birth to N.I.V.E., "Nordvest Institut for Vedvarende Energi" (North-West Institute for Non-Conventional Energy).

Local members of the Association discovered each other participating vigorously in shaping regional development policy, [1] and in leading study-circles on a variety of items of general local concern: from energy issues and local tourist policy to transport and educational facilities in the region. A surreptitious process of "animation rurale" seemed to be at work.

Not to imply that there was an irrefutably direct cause and effect relationship. The project participants constituted after all a small handful of community residents, in terms of the region as a whole. In many instances -- "Thyboer" by long residence rather than birth. But it was becoming difficult to

---

1. In 1977, Viborg amt (Provincial Administration of Viborg) to which Thy belongs initiated a process of community participation, debate, and action on upcoming regional development policy. Refer: "Viborg Amtskommune - Alternativer I Regionplanlægningen, Et Debatoplæg", Juli 1977 (Alternatives in Regional Planning, Discussion Paper, July 1977)

deny the catalyst role played by the effort in the local region.

The leadership in the project too emerged as situational. Anders Skjødt, the bank man chaired the Board of the Nordic Association during the early years. To be followed in that role by Lillian Hartmann. Knud Hartmann and Preben Maegaard emerged as the project facilitators. Aase Jørgensen and Bjørn Rossing offered to help out with the typing, the correspondence, and the mailing. Arne Hyttel, also on the board of the Nordic Association, managed to obtain working space for the project in the old county court-house at Vestervig. Skipper Kragh-Møller arrived with a typewriter; Pallesgaard initiated the painting of the walls. Gunnar Iversen, working with radio programming, used his writing ability to draft program material. Skammelsen, the black-smith from Skyum, insisted in his quiet way that international participants ought to be hosted with local families.

It seemed that the duplicating machines at Aage Rosendal or Preben's were always being used to turn out project documentation. Then there was the postage, the telephone calls, the driving back and forth ... What seemed much harder to generate on a local basis were the travel funds needed to invite in a handful of "international learning partners" from developing communities elsewhere, to work together with local project participants in implementing a small-scale, trial-run version of the educational program being formulated.
Carl Nissen suggested that the Unesco National Commission and the Danish Ministry of Education be approached for seed-funding. And by September 1976 another smaller proposal was in the making -- with the intent of scaling down the first-run implementation cycle, to test the feasibility of the prin-

ciples and methodologies proposed. And to yield pointers for future development.

"The Search for Communities at Human Scale" was a reasonably expressive "idea-canopy" for the work in process. But the participants needed a functioning name for their effort.

The Thy Project -- was born.

THE SETTING: THY

THE REGION IN TERMS OF ITS PROBLEMS AND NEEDS

An Internal Perspective

Education and Work in Thy

Lack of educational possibilities and facilities
Lack of work opportunities for the young
Who is responsible for unemployment?
Are the young justified in placing responsibility for unemployment on the adults?
When will we establish alternative schools relevant for Thy?

Agriculture

Who will take over the farms in 25 years?
Will the agricultural society disappear from Thy?
Is it positive or negative that Thy is in the process of losing its traditional style of life, and beginning to resemble the rest of Denmark?

Energy

To implement, manage and make use of various energy forms and technologies
Support for the development of initiatives in alternative energy

Local Public Transportation

The establishment of a local, public transport-network that facilitates contact between people

Tourism

How do we prevent Thy from being exploited by profit-makers?
How can tourism be administered in a human way?

Relations between Public Authorities and Residents

People "give up" in dealing with public authorities
Lack of information that is necessary to take part in local political life

Relations between People in Thy

Fear of one's neighbors
Division into "tribes", each thinking in its own way and prejudiced against the other
Division into "Thyboer" (indigenous) and "non-Thyboer": lack of contact
Relations between the old and the young
The isolation felt by the old and the handicapped
The possibility to express ideas and opinions to each other

Thy and the World Outside

Effect of the present feeling of crisis, on people's minds in Thy
Connection with world-wide concerns
Difference between the stable society in Thy - and "the new" from outside

Hope

Feelings of inferiority
How do we involve the young -- and make them aware that they have a common future?
How do we make people understand that it is possible to take action?
The necessity to change oneself and one's society, and to receive support for that
To make use of hope

Scattered sample, compiled by Alicja Raciborska, International Learning Partner, during meetings of Work Group II, Thy Project: April - June, 1978. (Classification: Gunnar Iversen)

Why -- Thy? ...

In any attempt to discuss the makings of The Thy Project with those further afield, the question invariably surfaces: Why -- Thy?

There obviously seems to be no single, clear-cut response. Indeed, in that it developed as a people-initiated, people-based effort, the clue may well lie within the community residents themselves who participated in the project through its various phases.

There is also the physical setting in which the local project members live and work. The region as an entity -- with its own configuration of paradoxes and potential. What follows is a brief impression of Thy, to acquaint the readers with some of its salient characteristics.

The peninsula of Thy, located in the north-western corner of Jutland, lies wedged between the North Sea to the west, and the Limfjord at its southern and eastern flanks. Although there are now a couple of bridges and ferries connecting Thy to the mainland and the neighboring island of Mors -- the region retains much of its prior sense of rugged isolation and individuality.

The raw westerly wind, the uncertain weather along the fishing coast-line, the relatively small family-owned farms have prevailed countless generation after generation to infuse into the region a gruff, provincial self-reliance of sorts. In juxtaposition, we have the region's historical role through the 9th and 10th century of forging one of the earliest Viking links overseas. The Roman Tacitus refers to the Teutons (Ty-tons); and Vestervig stands on the records as the last port of call for merchant ships

cutting through the Agger Canal for their voyages westward.

Present-day Thy is a region at the cross-roads. Rural, sparsely populated, an area termed "developing" in its struggle to forge a viable economic and socio-cultural future of its own.

Area-wise ...

Area-wise, the region covers 1,100 square kilometers (of the total 43,000 square kilometers constituting Denmark); 590 of which is farmland, and a good 20 % forest-area. Although the soil along the Limfjord is very fertile and has been cultivated for thousands of years, there are extensive sand-stretches along the 70-kilometer long western coast -- difficult to cultivate or inhabit, and which have resulted in a lower proportion of agricultural land in this region in comparison with the rest of the country.

Also compared with Denmark as a whole, Thy is characterized by its rural nature, its largely unbuilt spaces — with two-thirds of the region's inhabitants living in small villages. Agriculture (3000 farms) and fishing (with the rich access to the North Sea and the North Atlantic) stand as the principal occupations in the region, accompanied by forestry. Since 1960 there has also been a development of urban-type trades.

Population-wise ...

Population-wise, the three "kommunes" (municipalities) constituting Thy have a total of 47,954 residents [1]

---

1. Source: Statistiske Efterretninger, Danmarks Statistik, 1978 (See adjoining illustration).

A reform in the national "kommune" structure, 1970, divided Thy into three separate kommunes, under the administration of Viborg Amt (Province)

POPULATION IN THY
-- IN EACH OF
ITS THREE 'KOMMUNES'

Viborg amtskommune

Sydthy kommune

Population: 13,591

Thisted kommune

Population: 29,725

Hanstholm kommune

Population: 5632

Source:
1990 Danmarks Statistik

out of which approximately 20,000 are engaged in the trades: a third in agriculture and fisheries, a third in industry and the crafts, and a third in other service industries.

Until very recently, only one of the three "kommunes" -- Hanstholm, which boasts a new harbour, have grown in numbers since 1950, with the other two having either stagnated or declined. 1978 statistics yield a turning point in population-counts both in Thisted and Sydthy.

In explaining the marked population decline in the region between 1955 to 1970, it has been pointed out that as long as the small local farms were economically viable units, the balance between the age groups in the region could be maintained. But with development taking a new, more mechanized direction around the early '60s the area has witnessed a steep exodus of younger occupants leaving the very young and the aged to form a growing bulk of the population.

The trend towards smaller units ...

The trend towards small units is also evident in other trades. Within fishery, despite the more modernized harbour at Hanstholm and the accompanying externally-owned cutters, the norm in the other fishing villages dotting the coast line is still small vessels with 2-4 men on each, owned by one or all of the members of the crew. The farms too are almost exclusively family-owned, usually ranging from 10-60 hectares in size. There being no big estate owners with the possible exception of the Danish state which owns most of the forests.

The same pattern also prevails within industry, with very few companies employing more than 100

persons. National chains have established very few branches in this region. There are however a number of co-operatives -- owned and controlled by consumers in matters of wholesale and retail, and by suppliers when it comes to dairies, slaughter-houses, etc.

Local resources ... Agriculture, fishing, forestry and the brick industry are almost the only trades in the region drawing on the local natural resources. There are also a number of service-oriented industries and machine-factories supplying the neighboring farms and ship-yards. What industrial development there is in the region, although receiving special stimulation and governmental support, remains sensitive to general market conditions -- rendering Thy even more vulnerable to unemployment than the rest of the land.

The scenic beauty of Thy, its large stretches of unusual sand-dune formations, the sea-scape, the wild bird preserves, attract many tourists to the region during the short summer stretch -- serving both as a source of seasonable income along the sea-side centres; and of considerable concern to local residents and interest groups working to preserve the year-round fabric of their communities.

Another natural resource -- in the form of non-conventional energy sources, has in the wake of The Thy Project generated quite some local interest and involvement, sparking a number of initiatives in wind and solar energy as well as biogas technology in the region.

Educational landscape ... On the educational landscape, Thisted (the region's largest town - population: 12,000) boasts the only

Gymnasium, Trade and Technical Schools in Thy. As such several hundred youngsters (16-19) from the neighboring two kommunes must travel to Thisted -- or alternately, to Nykøbing, Mors -- for further formal schooling.

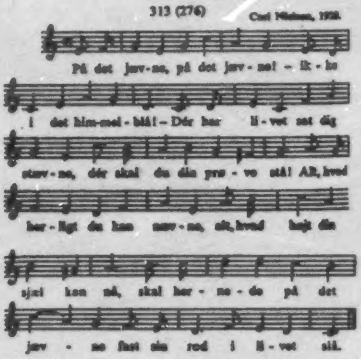
There are at present no "folk-high schools" in the area. And several village schools stand empty (or converted to other arrangements), a quiet testament to the lost struggle for economic viability.

Almost, as it were, to off-set the formal picture, there is an extensive system of publicly-supported evening school education for adults in all three kommunes. And the region as a whole could be likened to a vast reservoir of out-of-school learning resources and activities -- in the form of the traditional "forsamlingshus" and "foredrags-forening" (people's meeting-houses and lecture-societies); youth and church-related groupings; handworker and citizen associations; music and theatre societies; and a number of other special-interest circles.

The picture ...

All in all, the picture that emerges is a patchwork of communities already engaged in their search for "the human scale", and for the survival of their fragile centres of life: the village co-operative store, the school, the local hospital, the neighboring merchant-man. The basic quality of their day-to-day experience.

THE CONCEPT


313 (276)
Carl Nielsen, 1918.
På det jav-ne, på det jav-ne! - Ik-ke
i det him-mel-blå! - Dér bør li-vet sat dig
stav-ne, dér skal du din pro-ve stå! Alt, hvad
her-ligt du kan stav-ne, alt, hvad højt din
sjæl kan nå, skal her-ne-de på det
jav-ne fast sin rod i li-vet slå.

Down on the plains, on common ground
... Not up in heavens blue

That's where life has set to test you
That's where you must stand to try

All the wonders you can name
All the heights your soul can soar

Shall down here upon the plain..s
Strike firm roots in life itself

(From the Folk-high School Songbook)

pg 32 blank

29

The Thy Project

"Community on Human Scale"

1. It deals with how a local community (society) in a so-called underdeveloped region can find the strength to regenerate itself, without setting aside its human worth. Or, how it can develop itself on its own conditions so that it can attain, hold on to, its human proportions.

2. Within this context, the project emphasizes first and foremost that such a process be formulated, implemented, managed and evaluated by the ordinary people -- whom the process concerns.

3. Philosophically, pedagogically, the initiative-takers in Thy feel a kinship with the ideas of Grundtvig and his belief, his confidence in people and in their own resources/ worth. There is also a sense of alignment with that thinking in the international debate on development programs and projects in developing lands (as well as other places) -- that establishes people's own regeneration, participation in decision-making, and management as the key condition for the success of any development program ...

(From a Progress Report, by Carl Nissen - Ministry of Education, September, 1976)

pg 34 blank

The three-legged stool ...

Thy provides the physical setting for the effort. There is also a conceptual setting -- a backdrop of key questions and issues behind the actual program orientation.

Let us use the image of the three-legged stool: the thrust for workable, more integrated directions in the field of rural development, education, and international collaboration. And take each of these emergement emphases in turn, also in their role as balance-points for the work in Thy:

Development:

> A country, or a village, or a community cannot be developed; it can only develop itself. For real development means the development, the growth, of people.
>
> ... we have to be a part of the society which we are changing; we have to work from within it and not try to descend like ancient gods, do something and disappear again.
>
> Julius K. Nyerere. [1]

Despite the recent shift in emphasis within development circles from economic to basically qualitative, socio-cultural indicators of the term -- there are still relatively few attempts in the living arena of development to nurture the processes of development from a different starting point.

---

1. In Man and Development, Dar es Salaam: Oxford University Press, 1974

The "education as input" assumption too stands severely challenged. The field strewn with at least as many instances of current educational systems and patterns hampering development -- as assisting, much less accelerating it.

Furthermore the question emerging from the current debate on development stand in even larger relief on the rural scene. An 'ambiente' often at the mercy of impulses from external centres of control and decision-making; often drained of the very human resources so critical to shape its further development.

Gradually, it becomes more and more apparent that any reasonable approach to development, especially in the rural context, must arise from the roots of the community -- must be "endogenous".[2] Rooted in the region implying more than merely an endorsement by those whom it affects. But rather a process of initiation and implementation, from within.

However, rhetorical postures aside, it would seem that the actual mechanics of self-reliance and of participatory local development continue to be regarded more often than not as somewhat time-consuming and tiresome [3] by policymakers and appointed decision-makers.

---

2. In the words of What Now - Another Development (The 1975 Dag Hammarskjöld Report): "... no universal formula exists. Development is endogenous; it springs from the heart of each society, which relies first on its own strength and resources and defines in sovereignty the vision of its future, co-operating with societies sharing its problems and aspirations".

3. See Knud Hartmann's "Public Phases in Regional Planning: Participation in Local Development, or Pacifier? -- An Analysis of the Regional Planning Process in Viborg Amt (province), with intent to Evaluate the Role of Citizens in the Public Phases of Decision-making", Thisted: 1978 (in Danish)

The need clearly exists --

(a) to evolve workable patterns, methods, and structures of participatory decision-making and management in local community context (participation -- not so much as participatory endorsement; but in all the vital phases of a particular aspect of community development: from initiation to formulation, implementation, management, assessment and further conceptualization ..)

(b) and, for a training ground in self-reliance; for an educational process involving the residents of a community as agents in their own development.

It could be said that The Thy Project attempts an educational response to some of these concerns in development. Educational, not so much in terms of the formal ladders -- and parentheses -- of schooling. As in the sense of a life-long sequence of learning, drawing upon the educational resources and activities within the immediate community, and the world-at-large. And emphasizing the learner as an active participant in his or her own education.

Education:

> ... instead of being condemned to an inferior status in relation to an instructor who was his "master"; the adult pupil became a partner in a collective undertaking in which he was in a position both to take and to receive: receiving the substance of learning, he could give in exchange the irreplacable wealth of his own manner of being a man and of accomplishing a man's destiny as worker, citizen, or other entity engaged in any one of a multiplicity of situations and relationships. From that moment on the emphasis was on being rather than having ...
>
> Paul Lengrand [4]

Indeed, there is no lack -- particulary in the developing world -- of noteworthy attempts to relocate the vast reservoir of out-of-school learning opportunities on the educational landscape. Or to "conscientize" policy maker and practitioner alike to the posibilities of an educational sector that conciously draws upon the formal, the nonformal, as well as the informal.

But here again, the rural scene looms large. Compounded not just by the usual quantitative lack of formal schooling facilities; but more painfully, by the all-too-blatant inappropriateness of content and message transmitted by existing frameworks. At their shiniest, often representing a sign-post pointing further and further away from the education so vitally needed to sustain and nourish development at the grass-roots.

And while some rather exciting initiatives have been taken in Scandinavia as well as elsewhere [5]

---

4. In An Introduction to Lifelong Education, Paris: Unesco, 1970

5. Some examples that come to mind right away: the recent "Lære for Livet" (Learning for Life) effort launched in Denmark; Tanzania's Co-Operative Education Colleges; the "Escuela des Campas" (Schools to the Countryside) to be found in Cuba; also the numerous uses of formal educational facilities -- and sometimes personnel -- for non-formal learning activities ..

to find the points of inter-dependence between the formal and nonformal sectors -- it would be almost facetious to pretend away the gulf between the further schooled and the further educated. [6]

To return once more to the rural picture, here more than ever sits a powerful need to acknowledge education beyond the narrow confines of schooling; an education that functionally addresses the demands of self-reliant, endogenous development.

Grundtvig, inspirational father of the Danish folk school movement, had been able to give voice to this need with his call for a "school for life"

> ... approaching education not from the point of view of pseudo-scholarship or of academic chairs, but rather from the requirements of life itself, and this means the life of the people [7]

---

6. The Report of the U.N. University Expert Group on Human and Social Development (detailing one of the three priority areas of program development), November 10-14, 1975 echoes this concern:

   The most important task of the U.N. University is to break down existing barriers that stand in the way of better understanding and of more effective action: (i) barriers between disciplines, where these have become an obstacle to realistic and relevant work; barriers between preconceptions which guide or dictate standards of viewing and analysing problems; ... (iv) barriers between intellectuals and ordinary people, between non-manual and manual workers, between the educated and the non-educated; and above all, (v) barriers beteeen those who analyse and speculate about the development process and those who are involved in it, either as agents or victims: between thinkers and doers.

7. As quoted in N.F.S. Grundtvig - Selected Writings (edited by Johannes Knudsen) Philadelphia: Fortress Press, 1976.

The challenge implicit in The Thy Project from the start -- was to forge a higher educational program (with research and training components) rooted in a living community, and in turn nourishing some of its needs and aspirations.

Research and training components ... But for all too long research and training -- also in the human sciences -- have been the unchallenged territory of external experts. Of relatively recent vintage, and somewhat more encouraging, has been the stand taken by the new school of "participatory research" [8] -- a band of social scientists and educational researchers dissatisfied with the current state of the art and searching for a more inclusive perspective in their work, advocating that program planning and implementation proceed from a more internalized problem definition.

Action Research

More in tune however with the educational stance taken by The Thy Project seems to be the current thinking on "action research" -- and concomitantly "action training" -- programs. In the sense that:

> Research becomes a form of action when it is done not by the experts but by the people who themselves must act ... it is not so much that action research leads to action, though that is certainly true. Action research is a form of action ... it engages people face to face with the problem [9]

8. Refer Budd Hall's "Participatory Research: An Approach for Change" in Convergence Volume III, No: 3, 1976, Toronto.

9. From Palmer and Jacobsen: Action Research: A New Style of Politics in Education, Boston: Institute for Responsive Education, November 1974.

Thus the research and training components in an initiative such as The Thy Project are in fact "owned" by the participating community members from the very outset.

In other words, the relatively systematized process of problem identification and solution; the development of skill-areas (leadership and facilitator functions, project management and monitoring, technical expertise); as well as the production of appropriate learning materials (handbooks, training manuals, media, presentations, technical blueprints, course material for study-circles) -- emerge from within.

We move next to the third conceptual support of the Project -- the questions underlying the link between the local and the global.

International Collaboration

> If, in fact the world is entering an era of interdependence, or has entered such an era, then it is essential that institutions ... private organizations, government agencies determine how best to develop those types of collaborative programs that can best meet this larger constituency ... [10]

And yet much of the prior experience with international development work has frequently reflected a distinct lop-sidedness in the exchange -- whether of expertise or resources. Even genuine attempts

---

10. John Bing, in "Selected Collaborative Programs in Education: An Analysis and Appraisal" (Dissertation Proposal, University of Massachusetts) December 1977

at nurturing a collaborative relationship in the international arena have tended to run aground, bogged down in the mire of donor-recipient, and/or teacher-trainee role-expectations.

Was it practically possible, The Thy Project set about asking -- consistent with the spirit of The New International Order -- to attempt a "learning partnership" between the local and the global, in grass-roots context. Where project members from the local communities in Thy would ask a handful of "international learning partners" from developing communities elsewhere to join them in team-arrangements on a couple of project work-themes (of concern to the local region, and at the same time relevant to the other developing areas represented by the international participants).

If indeed "pressing global problems" had a local manifestation, a local point of impact -- could it also be that the global perspective, when introduced into a particular local situation or concern, could throw into sharper relief; possibly point to alternate solutions?

Conceptual underpinings ...

These basically were some of the questions that together formed the conceptual underpinnings of the Thy initiative. The proposed implementation of the program, on trial-run scale, was essentially a search for some of the answers in a particular setting. A test of the actual feasibility of such an undertaking.

THE PROPOSAL

PROPOSED EXPERIMENTAL PHASE:

Having analysed the situation in light of the on-going interest and commitment to these principles within Thy itself, and of expressions of growing interest internationally in the Thy initiative, the Nordic Association ... proposes that an experimental phase be undertaken:

a) with a view to indicate the feasibility of the principles outlined

b) and to enable the Association and others concerned to decide if and how a longer term program could be undertaken.

(From the proposal submitted on The Thy Project to the Danish National Unesco Commission and the Ministry of Education - September 1976)

pgs. 44, 45, 46, blank

An outline ... What follows is an outline of the proposal for a scaled-down, trial-run implementation of The Thy Project: the key principles and working methods guiding the initiative; the objectives of this experimental phase; the project work-themes; the participants; the tentative program schema; and the proposed lines of organization and funding.

> Throughout the prime emphasis of the Thy project has been to underscore that "the pressing global problems of human survival, development, and welfare" mentioned in the U.N. University Charter have after all their roots, and quite possibly some solutions as well, in the day-to-day lives and experiences of actual local communities ... [1]

Key Principles

The proposal touched upon the central principles and working methods guiding the initiative:

- that the research and training undertaken shall take place in team arrangements, composed of interested local people and learning partners from outside Thy; in other words, that each project participant, as "learning partner", would be both learner and teacher

- that the research and training process combine both practical and theoretical dimensions (a balance between working on actual problems, and learning about the

---

1. See: The Thy Project "Search for Communities at Human Scale": An Experimental International Research and Training Project Proposed For Inclusion under the Unesco Participation Program (September 1976)

process related to their identification and solution)

- That the work undertaken within each theme will be of significance to the local region as well as those community settings represented by the international participants (with each "theme-team" having as its central task the production of some concrete result, of direct use in one way or another to the locality. Also, the preparation of which would be of value to the international project participants on their return to their own settings and institutions)

- also, that the educational set-up will reflect a mutual exchange of learning between the participants themselves and the local activities and institutions in the region.

Objectives

The objectives of the experimental phase were detailed on three dimensions: in terms of the region of Thy, in terms of the international learning partners, and in terms of local participant and the initiative as a whole.

Broadly speaking, they were:

- to acquire knowledge and skills of direct use in the identification and solution of problems at the community level,

- to experience and to grasp the importance of possible new forms of international co-

operation also in grass-roots context,

more specifically, to identify and to work towards the solution of concrete problems in the Thy region related to the two project work themes.

The over-all purpose behind these objectives being to test the feasibility of the principles and approaches formulated through the early years of the effort. And to yield insights and practical pointers for future direction.

The Project Work-Themes:

The two work-themes identified by the project participants for the initial small-scale implementation phase dealt with:

- the emerging role of alternative energy sources and technologies (particularly wind-power and bio-gas) in the development of rural communities; the use of human and technologicial resources in local development,

- the potential for local development of learning acquired outside the formal school setting -- an analysis of the educational, socio-cultural, economic underpinings of community development

The Participants

The participants in this phase of the project would be the local residents already engaged in one or other aspect of the effort; a wider circle of community members interested in joining forces on

Work Group I or II; and a handful of international participants from the developing world -- "the stress being on practitioners, although it is expected that the teams will also include persons with research interests and skills".

The Program

The program, of proposed four-month duration, was to constitute a sequence of week-to-week activities, incorporating a cycle of orientation, formation of teams, formulation of task-areas, in-service contacts and activities, recurrent points of evaluation, continued "theme-team" contact, and in the final weeks -- sharing of outcomes, report-writing, and various other project-conclusion activity.

In drawing up the tentative program schema, an attempt was being made to achieve a balance between work within each task-group· in the community-at-large; and among individual project partners.

Organization and Funding

The proposal also discussed the lines of project organization related to this experimental phase. The effort was to be sponsored by the Nordic Association for establishing a U.N. University Centre in Thy (a legal entity, founded March 1974) and was to be organized and administered, largely on a voluntary basis, by the local project participants -- in combination with the international partners that would be joining this implementation cycle.

A Project Group, a small secretariat, and the two Work Groups (one on each of the project work themes) were to constitute the working apparatus of The Thy Project.

Building upon the facilities and resources made available through the time and energy of the initiative-takers in Thy [2], a cost-sharing budget was drafted requesting a supplementary sum of Danish kroner 89,800 -- to match the local contribution amounting to kroner 119,200 in available facilities and resources -- primarily to cover the costs of international transport, of partial housing expenses for the international participants, and other program-operational activity. (Refer attached budget).

The four-month experimental phase of the Project was accepted later that year for support, not by the national Unesco Commission, but by the Ministry of Education -- with the first 30,000 kroner forthcoming from the Division of Adult Education; the remainder, considerably later, from the International Office of Education.

The question being asked by the proposal-writers; the enthusiasm and commitment accompanying the effort through its early stages of formulation were now almost ready to be tested -- in practice.

---

2. The project administration was to be housed in office space made available at the old Vestervig County Court-house, by the Sydthy local administration. International project participants were to be hosted (on a cost-sharing basis) with local families, especially those directly involved in the project work-themes. Local transportation, translation services, much of the duplication and mailing, not to mention participant-time -- were to come as the local contribution to the effort.

PROPOSED PROJECT BUDGET

(All figures in Danish)

	ESTIMATED TOTAL EXPENDITURE	AVAILABLE FACILITIES SERVICES & RESOURCES	SUPPLEMENTARY SUM REQUESTED
I. Participant-related expenditure:			
• Accomodation (120 days at 100 kr per person for 6 persons)	72.000	36.000	36.000
• Transportation			
- Overseas air passage (8.000 kr×3 persons)	24.000		24.000
- Overland transport from points in Europe (1.800 kr×3 persons)	5.400		5.400
- National and local	12.000	12.000	
	113.400	48.000	65.400
II. Project Management:			
• Planning and Administration (20% of total project duration 24 days×8 hrs = 192 hrs at 100 kr an hr)	19.200	19.200	
• Office work - secretarial services (120 hrs at 40 kr an hour)	4.800		4.800
• Office-related expenses			
- Telephone	2.500		2.500
- Mailing	2.500		2.500
• Translation Services (100 hrs at 100 kr an hr)	10.000	10.000	
• Publication Expenses (Reports, other materials)	11.000		11.000
• Office Space and Facilities	10.000	10.000	
	60.000	39.200	20.800
III. Program Operation:			
• Meetings, Presentations, Workshops (8×2 workshops = kr 3.200, 4 meetings = kr 400)	3.600		3.600
• Local participation (10-20 hrs a week - 800 hours, at average 40 kr an hr)	32.000	32.000	
	35.600	32.000	3.600

S U M M A R Y

	ESTIMATED TOTAL EXPENDITURE	AVAILABLE FACILITIES SERVICES & RESOURCES	SUPPLEMENTARY SUM REQUESTED
I. Participant-related expenditure:	113.400	48.000	65.400
II. Project Management:	60.000	39.200	20.800
III. Program Operation:	35.600	32.000	3.600
TOTAL: (in D.Kr)	209.000	119.200	89.800
* .... (in U.S. $)	34.833	19.867	14.967

* U.S. $ 1.00 = D. kr 6.00

THE PROGRAM IN PRACTICE

The rationality of clear ends and distinct means is clearly an ex post facto rationality ... There is in such a construct all the logical value a simple and idealized structure has; but as an account of how man approaches problems it is woefully inadequate.

Individuals -- at all levels -- approach their problems much more in the manner of a man stumbling (sometimes quite skillfully) from "pillar to post" than in the manner of a man working with clear blueprint in hand.

(W.E. Doll, in "A Methodology of Experience - An Alternative to Behavioral Objectives", Educational Theory, Vol. 22 (3) Summer 1972)

47

pgs. 55, 56 blank

The early stages of project formulation and development had followed a distinctly peristaltic pattern of action, peaking for short stretches throughout the year when local participants had been able to mobilize the energy and time needed for "working week-ends" or planning meetings of one sort or another. The regular work-rythmn taking the form of weekly, or fortnightly, task-group or study-circle type sessions.

New challenges...

But with the Thy Project now moving into an implementation mode, the participants were confronted with a challenge of quite another sort. From being co-discussants and co-planners, it fell upon the core members to become co-project managers. From a commitment of time and resources that ordinarily spanned a few hours each week; the project-workers now realized that this was to become almost a full-time responsibility for some of them through the up-coming four-month phase. In addition to their regular home and work-lives.

There were at least two additional challenges implicit in the proposed trial-run. For the first, its experimental emphasis -- placing it somewhat on centre stage for those within Thy and further afield who had been following the effort to date, often not without a trace of scepticism. Just as demanding was the 'Hawthorne effect' introduced into the situation by the project participants themselves, intent to monitor their own experiment.

---

1. Which refers to changes in behaviour that occur when the persons participating in an experiment or evaluation are aware of their special status (after the Hawthorne experiments conducted by investigators from the Massachusetts Institute of Technology - 1924)

> The Thy Project is being termed an experiment. And that means every person involved in this project ought to realize what it means to make such a claim. We have got to make our starting point, our starting place as clear as possible; and also to define our target-area as well as we can.
>
> These things can be done. But one more thing is important to keep the project an experiment - and to make it possible for others to learn from it, as well as for the participants to review the process and learn also from what we didn't learn. That is: that every movement has to be recorded by those who make it. Those records have to be assembled, so that it can be seen in what direction, and with what speed the project is moving ...
>
> All this general talk is just an attempt to grab the "hot potato" - the question of project planning ...
> 2

A second challenge was the international nature of the project -- with the accompanying logistical details of international contact and correspondence, overseas travel arrangements, visa formalities, stipends and so on.

At the same time, there was a pronounced keenness to hold onto the original focus of the work in Thy: its catalyst role in the immediate community.

The preparation phase ...

In the Summer of 1977, by way of fleshing out the operational tasks and launching the preparatory phase, a "Project Group" constituted itself. The members: Skipper Kragh-Møller (as chairman), Preben Maegaard, Allan Knudsen, Lillian and Knud Hartmann,

---

2. Jens Roikjer, in Discussion Paper (Out-of-School Education), March 1978

Knud Schjødt-Pedersen and Roshan Billimoria.

Shortly after, Preben and Skipper set to work mapping the lines of organization: [3] The Board of the Nordic Association was to serve as the over-all organizational umbrella for the Project; with the Project Group playing the role of co-ordinator -- maintaining contact between the two work-groups, the local host-families for the international partners, and assuming the responsibility of project management.

The two work groups were to function more with the practical implementation of the program themes -- concretising the interest areas; formulating criteria for the selection of international project partners; and following through with established contacts, local as well as global; participating in the final stages, with report writing and presentations.

The secretariat, working in conjunction with the board as well as other groups, was to help with correspondence, report writings, membership records and project mailings.

As the Project Group was busying itself with questions of an operational nature, a small handful of project members and other community residents had begun to meet tentatively on each of the program work themes.

The selection process ...

With the patterns of program operation beginning to emerge, the next priority clearly appeared to be the selection process -- with the task of identifying,

---

3. "Samarbejdsformer for Thy Projektet" (Forms of Collaboration, The Thy Project), Preben Maegaard with Skipper Kragh-Møller, August 25th, 1978

and corresponding with the handful of "international learning partners" that would join the local project partners in Thy on this first-run implementation in the spring of '78.

The plan was to send out an initial contact letter to about a hundred individuals previously acquainted (first-hand or though correspondence) with the effort in Thy, asking for their personal recommendations:

> The context is — local development, as viewed from within. It is thus persons from within this process we are looking for as Learning Partners in the Thy Project. The accent is on demonstrated competence at the grass-roots' level, and a willingness to enter into a fruitful exchange with a group of local residents working with similar concerns and commitments in another region of the world; rather than on traditional formal educational qualifications, or on academic or high-level administrative expertise ...[4]

To follow up on the flurry of responses to this contact letter, more detailed correspondence followed, bearing a closer description of both the project themes in Thy and soliciting a clearer picture from the other end:

> ... We are, however, also very interested to have your reactions on what you see in this Project and how you think you personally and professionally might contribute to a mutual learning process, which invites for involvement in manifest problems in this region rather than analytical description. We would also like to know how the experience and insight you can gain in Thy will find a useful direction upon return to your home country[5]

---

4. From the contact letter, mailed September 1977

5. From the follow-up correspondence, November 1977

In December of that year (77), the two work groups met to sift through the correspondence, and to identify their first set of international learning partners. The actual finalization of the selection process, and the arrival dates of the international participants, however, was only to fall into place -- many weeks and countless telegrams and telephone communications later!

In retrospect, as participants reviewed the preparation phase at the mid-way evaluation meetings, the inevitable issue arose, and was underscored: more orientation material, on both ends.

The international participants urged for more information on the special characteristics and constraints of a project of this sort. The local participants, with equal conviction, called for a clearer picture of the international participants and their settings, to precede them. And for some initial reactions from the international partners related to their understanding and interpretation of the basic principles underlying The Thy Project.

Indeed with the very real, and not entirely unintentional, fragility of the project structure (founded as it was entirely on voluntary effort and having to deal with the normal work-day rythmn of its participants) the program was the people. Certainly to a greater degree than in a more institutionalized arrangement.

Who then were these project participants?

THE PARTICIPANTS

Broadly speaking, the program focus is expected to bring together research workers and trainees, community members and decision-makers ... sharing:

- a common willingness and ability to participate in an educational process designed to explore the various dimensions and parameters of "communities at human scale",
- the desire to blend experience with different disciplines in the task of using the knowledge gained for broader social ends,

And yet diverse in terms of:

- geographic area of residence,
- age and professional experience,
- involvement in like community-focused undertakings
- levels of decision-making and responsibility,
- prior exposure to advanced research and training

(From the original proposal by the Nordic Association to establish a U.N. University Centre in Thy - November, 1974)

pgs. 63, 64 blank

There are indeed several ways to slice the participant pie in this Thy Project: in terms of regional location, levels of involvement in the work, variety of interest areas and background ...

Locally speaking ... Locally speaking, there were several configurations. The core group of 20-25 who had been the initiative takers and project planners through the early years constituted the project base. Then there were the local work-group members, upto 20 on each of the two program themes -- a mix of old project hands and newer faces. There were also the project host families who partnered the international participants on a day-to-day basis, taking them into their homes and everyday lives. And the wider ring of interested community residents in Thy who took part from time to time in various project activities on a more ad-hoc basis.

The national component ... Carl Nissen, representing the National Ministry of Education, brought with him the component from Copenhagen. But, immeasurably more, his quiet support and confidence in the work taking place in Thy. The project was also host to occasional visitors from other parts of the country and to the Danish participants who joined various project working week-ends or planning meetings.

Internationally ... Internationally too, there was quite a range of participation. Roshan Billimoria, "participant-catalyst", traveled back and forth each year from her work overseas with international development and education -- to the tasks in Thy. Unesco was officially represented through the various stages by Arthur Gillette and Solomon Hailu. And John Fobes, then

Deputy Director-General of the organization, spent a week with the project (August 1975), on his personal travels in Scandinavia.

Then there were the participants from various Nordic European, and Third World lands who came as representatives of their institutions to take part in project meetings. And those who visited during the actual implementation cycle. Followed in September 1978, after the conclusion of this phase, by the visit of a delegation from the Council of Europe interested in including The Thy Project among its network of innovative efforts in adult education.

The International Learning Partners ...

The International Learning Partners that joined the local project participants in the Spring of 1978 were themselves quite diverse -- not only in regard to geographic and professional background; but also in terms of prior experience with community-level decision-making and participation.

Work Group I, concerned with alternative energy, invited two leaders in bio-gas technology from the Gober Gas Research Station, Etawah, India, to join their team: Ram Bux Singh and Dalbir Shishodia. And, in addition, on the recommendation of I.N.C.A.P. (Instituto de Nutricion de Centre America Y Panama) [1] accepted the application of a young animal husbandry student from Guatemala: Manuel Morales.

Work Group II, struggling with how best to operationalize its work-theme: the potential of out-of-school education with regard to local development, decided on Peter Kirumbi, a community-worker/priest from the

---

1. Incidentally, the first of the United Nations University research and training centres

Kibaha Education Centre, Tanzania; and Alicja Raciborska, research assistant at the University of Poznan, Poland, working with human development and decision-making.

The range of occupational profile, location, and experience was no less pronounced on the project home front, (The earlier chapters of this report, introducing some of the local participants, have already touched upon some of this diversity).

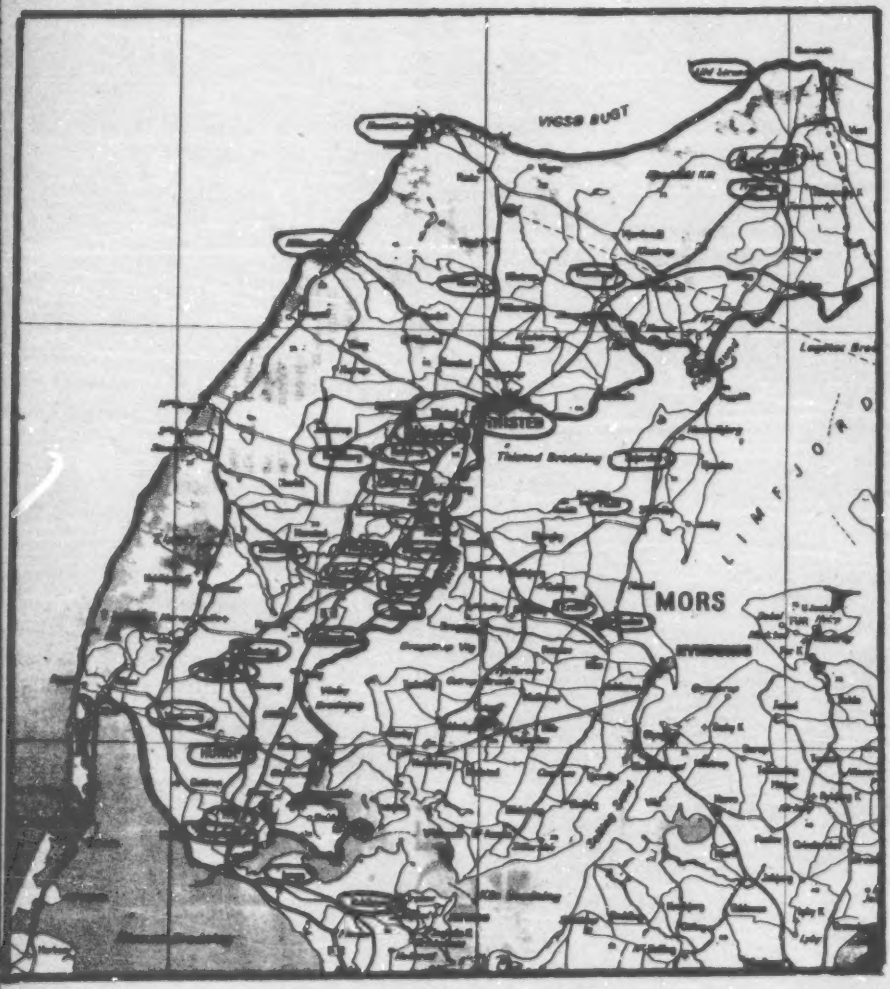
Local project workers found themselves motoring the length and breadth of Thy to take part in planning sessions held at each other's homes and work-places. And perhaps even longer distances in terms of their respective political affiliations.

And yet the ongoing dialectic, among project participants themselves as well as the larger community, remained: How representative, of the local aspirations, is the project in Thy?

Community residents would, after all, flock by the hundreds to local bingo evenings or to traditional religious meetings -- while The Thy Project was fortunate to have two dozen at its work-group sessions! Furthermore, a large part of the project people were themselves "Thy-boer" by residence rather than birth or grandparentage. Did that not dilute the "grass-roots" nature of the effort?

Not less convincing, however, was the catalyst role assumed by the local community members that helped shape the project. And their steady conviction that it took a relatively small core from within their own community to take the first steps.

THE THY PROJECT
AND ITS PARTICIPANTS



Step by step, through the various stages of its four year development, the project had managed to assemble its motley collection of participants. From the "who", it now appeared ready to move concretely to the "what".

THE WORK-THEMES

They (the themes) have been developed by members of the local community, concurrent with the proposal itself, to focus on those denominators ... determining the development of this region and also likely to have a bearing on the wider Search for Communities at Human Scale.

The underlying emphasis is on an integrated approach to development -- as experienced and formulated at the local unit: the village, the community, the immediate setting. It is an emphasis designed with Thy in mind and what it has to share, both as teacher and learner, with similar stirrings elsewhere.

(Also from the original proposal by the Nordic Association, Thy - November, 1974)

pgs. 71, 72 blank

Drawing, partly on the program themes formulated by the initiative-takers during the early stages of the effort, and partly on more recent interest areas among project participants -- two work-themes had been identified for the trial-run implementation phase:

(a) the emerging role of alternative energy sources and technologies (particularly wind power and bio-gas) in the development of rural communities; the use of human and technological resources in local development,

(b) the potential of out-of-school education for local development -- an analysis of the educational, socio-cultural, economic under-pinnings of community development.

It fell upon the members of each work group to clarify the specific tasks under these two thematic canopies, and to establish their own working rythmn to carry them through the implementation cycle.

It was not intended that they follow a symmetrical pattern of development -- either in terms of composition, working methods, projected outcomes, or the partnership patterns between the local and the international.

As it turned out, each group set out on a course of its own. In the following passage, Preben Maegaard and Knud Hartmann report on the activities of Work Group I.

Work
Theme I

"TOWARDS THE REGENERATIVE FARM"

While we were considering which concrete areas within the field of non-conventional energy technologies we should take up -- we were approached by a number of farmers in the region, who said: "How can we find out something about making bio-gas?"

This type of technology is almost unknown in the industrial countries. And yet it is of essential interest, partly for the individual farmer and partly for the industrialised countries themselves, when seen in a global context.

For the individual farmer, the use of bio-gas technology means:

- self-reliance in terms of energy
- the improvement of the quality and effectiveness of their fertilizer
- success in combating parasites and resultant disease among their livestock
- an improvement of their immediate milieu, also aesthetically in terms of smell etc
- the basis of new areas of energy production and use (for instance: green houses, grass-dryers)

For the industrialised country, the extensive use of bio-gas could represent a positive response towards a number of emerging concerns:

- unemployment
- deterioration of the environment
- problems associated with the balance of currency

In a global context, bio-gas technology holds out the possibility of:

- the flow of appropriate technology from the developing to the industrialised world
- the protection of scarce energy resources
- more global independence, vis-a-vis the dominant international economic interests

Out from these assumptions, we approached approximately a 100 individuals, organizations and research institutions in the developing world, where there was such local interest.

In the immediate region here, despite the strong interest there was a lack of theoretical and practical experience with regard to this technology. Competent support was needed.

20-25 individuals who were interested in participating in the project responded to our international correspondence. Determining the final selection was the combination of qualifications represented by two Indian bio-gas research workers, and their long involvement with bio-gas technology:

- extensive theoretical and practical insight, through research and development, and the construction of some thousand bio-gas plants
- experience in extenrion work among farmers

pg. 76 non-reproducible photo

- experience with the transfer of this technology to countries with differing cultural and economic bases

Accepted at the same time was an application from I.N.C.A.P. in Guatemala proposing the involvement of a young agricultural student/technician in the project. With the purpose of acquainting him with the technology, so that back in his homeland he could guide the indigenous farmers in the construction and use of small bio-gas plants.

At a public meeting dealing with an orientation on the construction and use of bio-gas plants, which was held in Thisted (Thy) three months prior to the beginnings of the project, 25 out of the 100 participating voiced a serious interest in proceeding further with the work on bio-gas.

A month later, these 25 -- together with a number of the initiators of The Thy Project started on a series of meetings. The purpose of these being:

- to get into the basic concepts of bio-gas technology
- to collect existing literature and material in the field
- to clarify the potential of this technology in terms of individual farmers and their needs -- out from the type of fertilizer, number of livestock, energy use and so on

It should be pointed out that almost all local farms are self-owned, middle-sized units; and for the owner there is an integration of residence and work place.

pg. 78 non-reproducible photo 63

So that he is occupied full-time with the work of the farm. Also, for the main part, the farms follow a pattern of mixed cultivation, and are generally involved in co-operatives of different types -- with regard to purchasing, production, selling, and distribution.

It turned out in this bio-gas group that of those farmers most keen to get started with the production of bio-gas plants, almost all had been occupied with the possibility for some time. Besides the farmers participating in the meeting, there were also craftsmen (blacksmiths), and later some engineers.

When the two international partners arrived, from Guatemala and India, they were pulled into the activities of the group. (One of the bio-gas researchers from India was unable to attend).

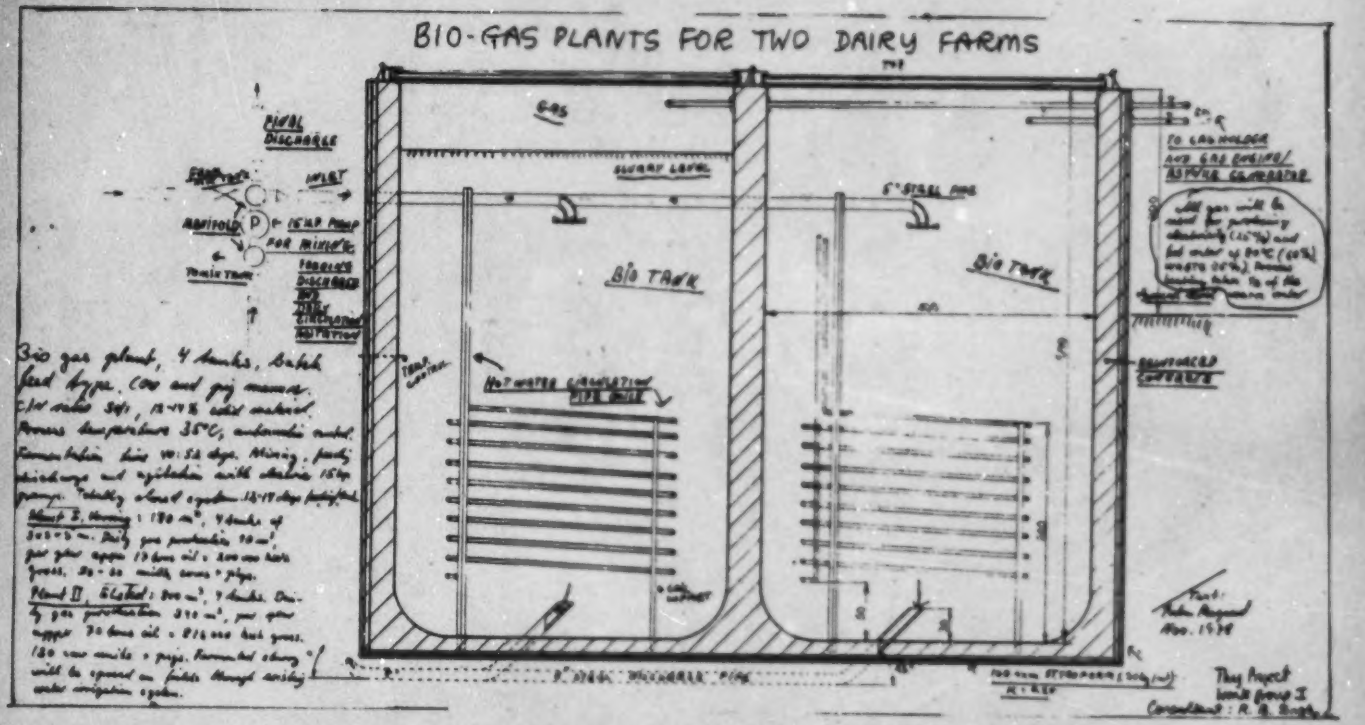
What follows is a summarized description of a number of the activities in the project period in which international and local learning partners participated.

Those farmers interested in bio-gas were visited at their farms and a record concerning composition and size of livestock; treatment and transport of fertilizer, and energy consumption was compiled for each farm.

A meeting was held at one of the farms where the owner, largely on his own (and working with the young Guatemalan partner) had already built a small test plant. Following a demonstration of this plant and a subsequent discussion with Ram Bux Singh, the international partner from India, there was the showing of an Indian bio-gas

pg. 80 non-reproducible photo

BIO-GAS PLANTS FOR TWO DAIRY FARMS



Bio gas plants, 4 tanks, batch feed type. Cow and pig manure. C/N ratio 30:1, 12-14% solid material. Process temperature 35°C, automatic control. Fermentation time 40-50 days. Mixing: gravity discharge and agitation with electric 15hp pumps. Yearly closed cycle 12-13 days anticipated.

Plant I, Mixing: 180 m³, 9 tanks of 3×3×3 m. Daily gas production 90 m³, per year approx 13 tons oil = 200 cow herd. Gravel, 20-30 mild steel pipes.

Plant II, Existing: 300 m³, 9 tanks. Daily gas production 370 m³, per year approx 70 tons oil = 816 cow herd. 180 cow cattle + pigs. Fermented slurry will be spread on fields through existing water irrigation system.

film and slides from a number of plants in various Asian countries.

At the weekly meetings of this group, the work began with "dimensioning" a number of concrete plants, and determining choice of type, material, and practical construction. There was quite some time spent discussing the level of mechanization; also which plant-types lent themselves more to self-construction and which to construction by contractors.

Along the way, the group was joined from time to time by participants from the Aalborg University Centre, from various folk-high schools, and by other persons interested in bio-gas who had themselves acquired some practical experience on the matter. Also to these meetings came visitors from the rest of the country and from abroad who wanted to exchange experiences and to make some assessment of their own initiatives.

As a next step, came an invitation from the Aalborg University Centre to two of the project partners, Ram Bux and Preben Haegaard, to give a demonstration lecture, show films, and look over their two test-plants.

This was followed by a visit to Copenhagen to meet with various energy groups, and by an exchange with almost all existing bio-gas plants in Denmark. This proved to be valuable in terms of collecting experiences and material.

On the national front, contact was established with the state-supported collaboration group for the development of bio-gas (STUB), and this was visited by a team of project partners (local and international).

Thy-projektet:

Thy må udnytte egne resourcer til biogas

- I Thy har vi gode muligheder for at udnytte solen og vinden til energi, og vi har masser af landbrug, som kan danne grundlag for biogasproduktion. Det forekommer også utroligt, at man bygger nyt rensningsanlæg uden at benytte chancen til at udvinde biogas af betydning. Vi skal have industrier, som har brug for lokale ressourcer som sand, sten og kalk. De skal dennitrificeres i områder med dårlig landbrugsjord, så fregtbar landbrugsjord ikke går til spilde ved at blive asfalteret, sagde byrådsmedlem Erik Holm på Thy-projektets debatmøde på Thisted tekniske Skole.

25 var mødt for at diskutere, hvordan vi bedst kan udnytte de lokale ressourcer til fremtidens behov. Thy Projektet er nu midtvejs gennem forløbet og markerede dette ved at indkalde til debatmøde, hvor gårdejer Erik Vendelboe Bubbel, lærer Erik Holm, Thisted, og Jørgen Petersen som repræsentant for Viborg Amt var inviteret til at orientere om Thys muligheder for at udnytte ressourcerne bedst muligt.

- Thy må udnytte sine ressourcer som landbrug og fiskeri og også lægge vægt på forskellige alternative energiformer. Virksomheder udefra har en tendens til at flytte længere og længere vestpå for til sidst at forsvinde ud af landet. Derfor er det mindre for Thy at satse på lokale virksomheder, sagde Jørgen Petersen, som har deltaget i offentlighedsfasen i regionplanlægningen for Thy.

studiegruppen, som arbejdede med regionplanlægning, gik man ind for at bevare de små byer og holde serviceniveauet her. I forbindelse med de små byer kunne man udnytte turismen uden at bygge store hoteller. Man kunne lede turisterne holde bondegårdsferie og tilbringe ferien på pensionater i landsbyerne.

- Vi sælger vor jord i stykker på tre uger ad gangen til turisterne, og det er et spørgsmål, om man skal glæde sig over at have arbejde tre måneder ad gangen hvert år, sagde gårdejer Erik Vendelbo. I stedet skal vi lægge mere vægt på at holde på ungdommen og få virksomheder til egnen med en målrettet personalepolitik, som ikke udnytter os som billig arbejdskraft.

En af deltagerne i Thy Projektet, Peter Kirombi, Tanzania, ville gerne vide, hvilke problemer var de mest påtrængende i Thy.

- Thy har to hovedproblemer, de små samfund og den erhvervsmæssige udvikling, sagde Jørgen Petersen. I de små byer kan det være vanskeligt at holde både de små butikker og en skole i gang med det lave indbyggertal. Og hvordan vil man klare forureningsproblemer, hvis man starter f.eks. fabrikker i Thy? Hvor meget vil man belaste naturen?

- Der er ingen grund til pessimisme. Vi bliver ved at have kunder til købmanden og syge til at ligge på sygehuset. Befolkningstallet i Sydthy er ikke faldet, for lokale folk sætter virksomheder i gang. Vi vil satse på vedvarende energi, og vi vil gerne have uddannelsesinstitutioner til Sydthy, sagde Preben Mørgaard, Ydby.

Han pegede bl.a. på muligheden af at oprette et landbrugsgymnasium i Sydthy og også andre uddannelsesinstitutioner, idet han mente, det er »anvittigt, at 700 af egnens unge må søge uddannelse andre steder, fordi der ingen muligheder er i Sydthy.

Diskussionen om »Udbygning af uddannelsessystemet til lokale behov« fortsætter lørdag formiddag på NEC, Skyum, ved et andet debatmøde, Thy Projektet holder. Forstander Søren Colding, Thisted, undervisningsinspektør Karl Nissen, København, og en repræsentant fra en regionplangruppe i Bedsted er inviteret til at deltage i diskussionen.

THY MUST MAKE USE OF ITS OWN RESOURCES FOR BIO-GAS..

67

Thisted Dagblad
Friday, June 9th, 1978

Through an invitation from the Dutch Ministry of Education, a team traveled down to Holland to hold lectures, exchange experiences, and visit a number of bio-gas plants in that country.

Mid-way through the project period, a Training Workshop was held with local participants, other interested Danes, and some participants from Norway -- people who were especially interested in the practical implementation of bio-gas technology. It could be said that the Training Seminar/Workshop furthered, to an essential degree, the practical construction of the plants which later came up in Thy.

Along the way, efforts in the area of other alternate energy technologies in Denmark also came up, quite naturally for attention. And much material was assembled on the construction of wind-mills and sun-collectors, with one of the learning partners collecting this material for the purpose of editing a book on the subject in his home country.

Project members also took part in an energy festival at Skive on International Solar Day, where N.I.V.E. (Nordvest Institut af Vedvarende Energi) -- initiated in fact by some of the Thy Project people -- was awarded the nation's first prize for people-based initiatives in alternate energy. There was also an opportunity to participate in other energy meetings, including an important get-together in Arhus.

It is important in discussing the work of the bio-gas group to point out the special significance of the local press involvement in the subject. For it was through

this channel that the project was able to spread knowledge on the general value as well as some of the concrete details of this new energy technology.

This effort of the press combined with the special style of work adopted by the project has resulted in a deeper and probably wider educational effect than is normal with research and training projects. Even after the conclusion of the four-month phase, the project is continuing with regular meetings. And it appears that a number of local crafstmen, building contractors, and engineers are making the building of bio-gas plants a new field of activity.

With regard to the expectations formulated at the start of the project, it would be fair to say that some of these have not only been fulfilled; but there are some clear indications of positive development in areas not even anticipated. (Two examples: the potential of generating a new activity among local craftsmen and contractors; and the claim on national attention concerning the validity of this technology).

In concluding, we can say that we feel we have been successful in the transfer of the application of an appropriate technology from a developing to an industrialised country.

That the process of working together with the local population on energy resources -- has at a local level begun to solve some of the concerns related to environment, currency-exchange, and unemployment. Concerns with a clear global perspective.

pg. 86 non-reproducible photo

Also, that there has grown out of this group -- new types of local co-operation bringing together widely different human and professional interests around the solution of a concrete activity.

What has also opened up is a co-operation and an exchange of experiences (practical and theoretical) among parallel activities within Denmark, and internationally -- not least with the developing countries.

This project has actively contributed to the development of the regenerative farm, a style of life and production which in a future global context ought to a special extent be able to deal with elemental human and material needs.

pg. 88 non-reproducible photo

Work Group II, whose focus from the start was less technical, constituted itself and its activities along quite another pattern. Roshan Billimoria and Lillian Hartmann make some observations on how the work proceeded in this camp.

Work
Group II

"THE LEARNING COMMUNITY"

Work Theme II: "the potential for local development of learning acquired from sources outside the formal school setting ..." was hardly a newcomer to the work in Thy -- having served throughout as one of the prime underlying emphases of the project.

By formulating this emphasis into a program theme, the intent was to move towards a more conscious internal analysis of the community as a learning society. Possibly, to spotlight some of the educational, social, economic, and political sign-posts on the road to self-reliant local development.

Again, not unlike the focus on alternate energy technology, the challenge implicit in this second theme spanned the local and the global.

Taking an immediate setting such as Thy, to what extent could its residents draw out the actual out-of-school educational impulses in this small, rural community?

Torsdag 8. juni 1978

Thy-projektet midtvejs:

Hvad skal vi bygge vores fremtid på?

Offentligt møde i aften på Teknisk Skole i Thisted og på lørdag i Skyum

FN-universitetsforeningens Thy-projekt har nu kørt i knapt to måneder og er ved at være halvvejs. Det markeres bl.a. ved et offentligt møde i aften på Teknisk Skole i Thisted og et andet lørdag formiddag på N.E.C. i Skyum.

I aften er der inviteret tre indledere, lederen af Viborg Amts regionsplansekretariat, Jørgen Pedersen, proprietær Erik Vendelboe, Bubbel, og byrådsmedlem Erik Holm, Hundborg.

På lørdag er indlederne forstanderen for Thisted-Hurup Handelsskole, Søren Colding, undervisningsinspektør i undervisningsministeriets inspektorat for ungdoms- og voksenundervisning Carl Nissen, og en repræsentant for en regionplangruppe i Bedsted.

Formålet med mederne er at få en debat om, hvad vi her i området skal bygge vores fremtid på, oplyser formanden for FN-universitetsforeningen, Lilian Hartmann, Thisted.

Det drejer sig om både de menneskelige og de teknologiske ressourcer. Hvad har vi og hvordan udnytter vi dem, så de bedst muligt kan blive til gavn for en god udvikling.

Disse spørgsmål har også en del med amtets regionplanlægning at gøre, og derfor ser vi Jørgen Pedersen kan give os et fingerpeg om, hvad der er kommet ud af den netop overståede offentlighedsfase.

Men derudover vil der på både dette møde og mødet på lørdag nok også komme noget frem om arbejdet i de to grupper i Thy-projektet, som netop beskæftiger sig med de menneskelige og teknologiske ressourcer (vedvarende energi).

UDDANNELSE

På mødet lørdag formiddag på N.E.C. i Skyum er det først og fremmest de menneskelige ressourcer, det drejer sig om. Nemlig, spørgsmålet om, hvordan man kan opbygge uddannelsessystemer, der tilfredsstiller de lokale behov.

– Her er vi meget spændt på at høre, hvad den såkaldte Bedsted-gruppe har fundet frem til, siger Lillian Hartmann videre. Det er en studiegruppe, der blev nedsat af Bedsted Håndværker- og Borgerforening og Bedsted Foredragsforening i forbindelse med regionplanlægningens offentlighedsfase.

De har snakket om spredning af gymnasie- og handelsskoleuddannelse til den sydlige del af Thy, men også beskæftiget sig med andre former for uddannelse, der skal kunne tilbydes efter folkeskolen. Her behøver man måske ikke at tænke i helt så traditionelle baner og det vil Carl Nissen fra undervisningsministeriet måske kunne give nogle tips om.

LANDBRUGSSKOLE

Et oplagt emne vil dog være at diskutere, om det i et så udpræget landbrugsområde som Thy ikke var noget at forsøge at få en landbrugsuddannelse i gang.

Folketinget har jo netop vedtaget en ny landbrugslov, der gør det næsten umuligt at etablere sig som landmand med mindre man har gennemgået en landbrugsuddannelse. Selv med det forholdsvis beskedne generationsskifte, der er i landbruget i dag, vil kapaciteten på de eksisterende landbrugsskoler langt fra være tilstrækkelig til at dække behovet. Og når man alligevel skal til at udvide, hvorfor så ikke samtidigt få en spredning til områder, hvor behovet er stort. Der er i øjeblikket ingen landbrugsskoler nord for Limfjorden.

Tilsvarende er der problemer med uddannelsen indenfor skovbruget, idet Asmildkloster Landbrugsskole ved Viborg netop på grund af pladsmangel ønsker at frigøre sig for skovteknikeruddannelsen. Også en sådan uddannelse skulle man synes, der er naturlig baggrund for i et område som Thy.

Men mulighederne er teoretisk set mange. Det vanskelige ligger i at finde mennesker der er parate til at arbejde for sagen. At få del i en udvikling kræver nemlig en indsats. Den enthusiasme, det forudsætter, kan et sådant møde på mange måder bidrage til. ui-.

Thisted Dagblad
Thursday, June 8th 1978

WHAT SHALL WE BUILD OUR FUTURE UPON...?

72

Was it possible -- partly through the "theme-team" [1] approach proposed by the project; and partly through the various efforts that might spin off from that -- to accent, perhaps even to re-inforce, the learning resources right in the local region?

In global context, the challenge centred basically on the potential of educational methodologies and outcomes that would help rather than hinder endogenous development. Was the process of implementing this program theme, as part of the trial-run cycle of The Thy project, able to contribute in any way to practical pointers in that direction?

Already in the summer of '77, a handful of project participants particularly interested in this theme started on a series of meetings to clarify the concept they would be working with, and to examine the proposed Thy Project itself in the context of out-of-school education and local development.

---

1. where local and international learning partners would work together on the identification and solution of key concerns in the immediate setting, related to the over-all program theme

Out of these early meetings was drafted a survey letter to local institutions and organizations in the region:

> ... As our first task, we plan to draw up a profile of the various educational, socio-cultural, religious, economic and political organizations and efforts in the region. We would also like to clarify how these regard themselves in the context of local development.
>
> Therefore, may we request that you send us what material you may have about your organization/effort; and possibly the name of a person in your organization we may contact as we work further with the project.
>
> If you have the time, we would be glad to hear from you on the enclosed questions ...
>
> - What is the purpose of your work?
> - How many members (active, passive) do you have?
> - How do you see your organization or activity connected with local development?
> - What, in your opinion, is a gratifying result of your work?
> - What do you consider to be desirable development, in terms of the region?
>
> [2]

2. From Letter-suvey (original - Danish) to over 100 organizations, efforts in Thy working with the diverse faces of out-of-school learning, mailed March '78

The next major task of this group, that winter, was to select the international learning partners that would join the local participants, and together come further with this theme during the upcoming implementation phase. And to follow through, during the succeeding months, with the correspondence and contact needed to facilitate their arrival.

The two international learning partners invited to join this work group: Peter Kirumbi, community-worker at the Kibaha Education Centre, Tanzania; and Alicja Raciborska, working with human development and decision-making at Adam Mickiewicz University, Poznań, Poland.

Unlike the work group on bio-gas (I) which had whittled down its general thematic focus to a narrower, more bite-sized area of operation even before their international counter-parts got to Thy -- the second group retained its original parameters in the expectation that local and international participants, beginning together as a team would identify areas of mutual interest and usefulness to proceed with.

The Thy Project, in terms of the experimental cycle, got under way in the first week of April 1978.

After a couple of animated initial sessions, of orientation and exchange, Work Group II for the next fortnight or so fell into the usual sequence of "collaborative program development".

The local partners, several of which had only joined the group after the arrival of Peter and Alicja, tended at first to look to these two for an indication

of their interests and proposed activity. While the international partners called for more traditional lines of organization and direction, having expected apparently that their assignments and roles would be spelled out beforehand by local participants.

> ... the lack of authority, and freedom of one's research as the methodology chosen by the Project is undoubtedly very progressive and human; but on the other hand, also very difficult and untrustworthy ... [3]

There was also the very real challenge of basing program development on a voluntary local footing:

> ... That I could not take part in all the meetings, or wasn't 100% active during them -- was characterized by (one of the partners) as irresponsible ... [4]

But there were also some sources of encouragement:

> ... then a suggestion: as early as possible, we have to confront your conception of the problem with ours. We guess that you have your ideas, and we have ours. So we should try and find what we have in common ... And we hope that this common concept is also of interest to some of the people here in this area who know something about the transmission of non-formal and informal knowledge ... [5]

Gradually, out from some of the early confusion, two patterns of collaboration -- two theme-team arrangements, of sorts -- emerged, from within the natural rythmn of this group. A rythmn taking into account, in fact

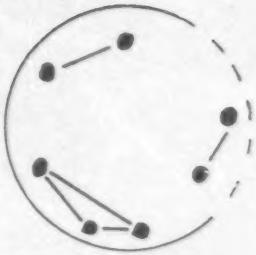
---

3. From Alicja's notes.

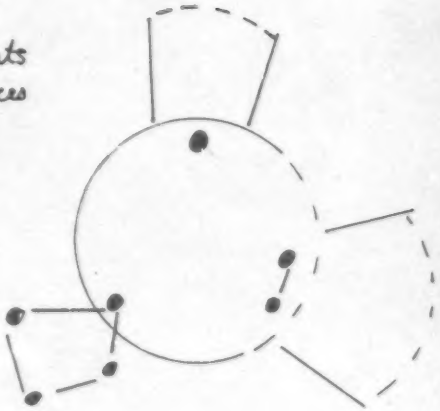
4. From Gunnar Iversen's evaluation comments, September '

5. Jens Boikjer, in his Work Group II Discussion Paper

WORK GROUP II:
PATTERNS OF COLLABORATION



PATTERN A: where the theme-team arrangements constitute small task forces of two or three members from within the work group itself



PATTERN B: which consisted more of work group members moving out into the community at large, or forming their own study circles — by way of theme-team arrangements

F.T.B.

building upon, the daily home and work responsibilities and some of the day-to-day problems faced by the participants in Thy.

The first pattern followed a relatively internalized theme-team arrangement, where some of the group members -- having identified a specific interest area in common -- proceeded to form small task-forces of two or three to continue with the work; and to report back from time to time to the group as a whole.

Alicja Raciborska and Gunnar Iversen as a team invested their time and energy on researching, through a process of in-depth interviews and participant-observation: "Channels of Information between the Local Administration and the Residents" in the two local kommunes of Thisted and Sydthy. Alicja working with the public authorities to obtain their perspective; and Gunnar with the local residents and their families to record theirs. [6]

Kathe Johannesen, Roshan Billimoria and Else Bisgaard formed an "action-research" team to probe into another facet of out-of-school education and local development -- getting a sample of over 150 local youngsters (from the formal and nonformal educational tracts) to respond to a questionnaire intended to yield some indicators as to what fostered a sense of belonging to one's region; and how -- if at all -- the immediate educational ambiente (formal as well as nonformal) influenced this perception.

---

6. See -- Alicja Raciborska: "Information Flow in the Process of Communication between the Municipality and the Inhabitants" -- in Final Report, July 12, 1978; and Gunnar Iversen: "Some Barriers of Communication between the Kommune and The Residents" (in Danish), July 10, 1978

The responses (100%) to this little questionaire (see accompanying pages) was to throw into relief a facinating and somewhat powerful collage of impressions; not least about some of the contradictions and cross-purposes of education amd employment in rural areas.

The second pattern of collaboration within the work group consisted of members moving out into the community at large and initiating their own contacts and group activities among a wider circle of local people.

Lillian Hartmann set to work outlining an evening-school course she would like to lead in connection with the "Lære for Livet" effort around the country.[7] Richard Stevens made plans for a local Fall discussion on The New International Economic Order.

Aage Rosendal initiated a study-circle on local tourism, with the purpose of clarifying the situation in Thy, and influencing regional development policy-making, on this concern.

And Peter Kirumbi moved out into the community at large, to engage face to face with youth unemployment and various youth group activities in Hurup, and later in Holstebro. In the process, drawing into the project effort a number of fresh impulses and energies.

---

7. See Lillian Hartmann, Study Plan -- on "Lære for Livet" (Learning for Life), May 1978 (in Danish)

pg. 98 non-reproducible photo 79

1. Do you feel a sense of belonging to Thy?

   Yes ( ) No ( )

   Why do you, or do you not, feel you belong here?

2. Do you think that you will settle here in Thy, when you have finished your education/training?

   If yes -- why?

   If no -- why not?

3. Are you, or have you been active in local associations or activity groups (for example, scouting, sports, study circles)

   If yes, which ones?

associations, clubs, etc	how long ?	at which age group?
a)		
b)		
c)		
d)		
e)		
f)		
g)		
h)		

4. It is said that "The school system often tends to separate the young from their surroundings and their roots"

   In terms of your own situation, do you agree or disagree with that statement. (Check one)

( )	( )	( )	( )	( )
strongly agree	agree	don't know	disagree	strongly disagree

over ...

Your own comments:

- -

Background information:

Age _____

Sex _____

Birthplace _____

Father's birthplace _____

Mother's birthplace _____

Do you live in Thisted: ( )

in another town in Thy: ( )

out in the countryside: ( )

		father's occupation	mother's occupation
self-employed	farmer	( )	( )
	other	( )	( )
skilled or unskilled worker		( )	( )
office-worker functionary		( )	( )

"Indicators of Belonging" Survey, May 1978
(original - Danish)

Ellen Rohwer, one of Peter's new-found learning partners in Hurup, had the following to say:

> For me, personally, it has been quite an experience to meet Peter.
>
> 1. Meeting with him has opened the door to something, that was before the little-known Thy Project. And through that I have had an opportunity to meet: a) persons from other countries, and b) from other parts of Thy
>
> 2. He had the sort of personality that made a mark on those he met. Those that met him could not forget him. I had the opportunity to be with him when he was with the children in school, and with youngsters outside school. It was certainly thought-provoking to be in the same room with him. We are so used to thinking along the lines that we Europeans have something to teach Africans. This opend our eyes up to the fact that it was us that could learn the most!
>
> As P-R man for the Thy Project, it might be difficult to find a better one. Here in Hurup he met a collosal lot of people. Naturally, he was asked: "What are you doing here?" An introduction to the Thy Project followed. So when people happened to glance at a newspaper article on the matter, it was read with interest. Or a conversation on one or other of the program themes would sink in both deeper and wider. One had heard about that ... When you have caught a little, further details seem to come easier .... [8]

Not entirely surprising then, that Peter Kirumbi himself a Lutheran minister was invited by the pastor of Hurup towards the conclusion of his stay to lead his congregation in a Sunday service. A local congregation come this

---

8. Evaluation comments by Ellen Rohwer, Hurup August 1978

time to reflect on yet another link between the local and the global. And crowded into every available seat.

The workgroup as such hobbled through the concluding weeks of the project, bogged down more than once by the general focus of the theme and the lack of a clearly-defined facilitator role. As a forum, however for exchanging notes on initiatives under way -- and even more, as a starter-group for a number of smaller initiatives and projects that were to gather their own momentum, it had been reasonably successful on several fronts:

a) by focussing attention on some of the tangible inter-relationships between out-of-school education and local development, both in terms of the immediate community and further afield

b) as an authentic process of community-based "action-research" in itself, engaging the theme-teams face to face with the problems, and their tentative solutions

c) as a training ground for the international partners -- in the actual possibilities and pitfalls of working in, and being part of, a living community with its conflicts and contradictions

d) as a source of clarification and direction for the participants, local and international, in the nuts and bolts of collaborative program development; and the challenge of a research and training program founded on learning partnerships.

In retrospect, both work groups -- although markedly diverse in composition, activity, and outcome -- had moved the Project several steps further into the community. The one, it seemed had timed itself to ride the crest of a renewed enthusiasm in alternate energy sources. And had emerged even sturdier, in terms of the local region, from the four month implementation

cycle. The other had struggled with the poor step-child of rural communities: namely, the sources of learning to be found outside the formal school setting. On the face of things, a more fragile, more scattered undertaking. But with the seeds already beginning to sprout in odd, assorted locations ...

PROGRAM METHODS

Despite the increasing verbiage in development circles about people's participation; despite the recent crystallization of concepts such as participatory research and action research; and despite some rather noteworthy attempts to implement initiatives along those lines -- the actual how's and why's of this so-called participatory process remain shroudnd in a certain mystique

(From Roshan Billimoria, in "The 'Methodology of Participation: A Perspective on The Thy Project", Discussion Paper - May 18th, 1978)

pgs. 105, 106 blank

Having introduced the program in terms of the "who" and the "what" (i.e. the participants and the work themes), it is perhaps timely to move on to the "how": the working methods emerging from, and in turn shaping, the initiative in Thy.

Earlier passages of this report have already touched upon the central premises guiding the project working methods; the discussion on the two Work Themes sketching these methods in action. What might be useful is to continue this discussion -- in terms of some of the actual nuts and bolts of participatory project implementation.

The two axes ...

And in so far as The Thy Project was an attempt to explore the dimensions of participation in community context, the program methodology hinges on two axes of this participatory process.

Using these two axes as points of reference, let us look into how the program methodology (itself a "methodology" of participation, in terms of project implementation, management, and evaluation) grew out from the natural working patterns of the initiative.

TWO AXES OF PARTICIPATION: THE THY PROJECT

AXES II: participation between project workers: local and international; as well as local and local, international and international

AXES I: participation in the identification and possible solution of local concerns in Thy; and indirectly – in other small communities elsewhere

Project Implementation

A peristaltic rythmn ...

As mentioned earlier, from the very first the effort had moved in peristaltic pattern [1] -- a wave of concentrated periods of activity and program development followed by a lull; peaking again later in the year around some other task. It was a rythmn established basically by the voluntary nature of the local initiative and commitment and woven into the day-to-day home and work responsibilities of the participants in Thy.

The four month implementation cycle -- although considerably more concerted in time and tasks -- also tended to reflect this ebb and flow: an authentic endogenous response, method-wise, to a learning program working with participatory local development along the lines of Axes I.

This pattern of program development was not less noticeable along Axes II, i.e. - the process of collaboration among various configurations of project workers, local and international. And Hampden-Turner's [2] "double helix" (see adjoining figure) is probably a useful illustration in this context, pointing out how project participants moved through successive cycles in the continuous re-definition and reflection of their common tasks.

1

-- as in succesive waves of contraction along the walls of the intestine, forcing the contents onwards

2. In Charles Hampden-Turner, Radical Man (Garden City, New York: Doubleday, 1970

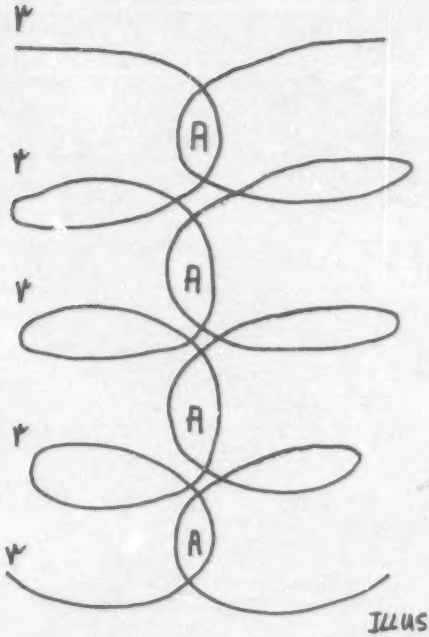


ILLUSTRATION OF THE "DOUBLE HELIX"

In the above figure, 'A' representing the common tasks, areas of activity, undertaken by the participants (either in a team arrangement between the local and international partners; or between local project workers acting as facilitators and the larger work group of community residents). With 'r' representing the stages of reflection by the participants on preceeding events, after which they return to act again at points A.

Not that project participants had launched the implementation with a clear blue-print of this double-helix in hand!

Certainly, local participants had attempted to convey this operational pattern to their international counter-parts:

> We have got to realize that many of us who are involved in the project by interest alone might be poor participants. We all have our daily life, our work, our families to take care of. And will not be able to take part full-time in the project ... [3]

But it was demanding, nevertheless, for some of the international learning partners -- despite their interest and prior involvement in community development -- to find their location within this ebb and tide:

> ... On the other hand, to find out if and how the assumed participatory process between participants with varying backgrounds, time commitments, interests, and motivation levels is possible ... and whether partnership is the most mature and natural form of the participatory process in the given conditions ... [4]

"The Learning Partnership" ...

Which brings us to another program method which grew as it were out of the initiative: "the learning partnership", emphasizing a mutual rather than one-way flow of experience and expertise between the local and international participants.

The proposal for The Thy Project had highlighted this

---

3. Jens Roikjer, in Discussion Paper: "Out-of-School Education", March 1978

4. Alicja Raciborska, "Some Remarks About Human Development at the Community Level", incorporated in Report, July 1978

as one of the central principles guiding the learning program:

> that the research and training undertaken shall take place in team arrangements, composed of interested local people and learning partners from outside Thy; in other words that each project participant — as "learning partner" — would be both learner and teacher [5]

And it stood to be tested if, and how, such a partnership would function in practice. Indeed, there seemed to be almost as many variations in learning partnership as there were project partners!

In Work Group I, the two international partners each played very different roles in the further development and implementation of their work theme. The one, very clearly a resource person bringing directly pertinent experiences and techniques to bear on the situation at hand -- and requiring, if anything, a local team counterpart to act as facilitator and bridge to the larger circle of work group participants. The other, falling more into the traditional track of "trainee" and unable, without very structured assistance, to draw upon the learning resources around him.

The distinctions in Work Group II were considerably less pronounced, leading to assorted team arrangements of longer and shorter duration, within and without the immediate work group.

In initially conceptualizing the "learning partnership" as project working method, it had not been clear what exact form or duration these partnerships would take.

---

5. From the proposal formulating the trial-run implementation - The Thy Project, September 1976

What did emerge out of the trial run as pointer, was -- as Roshan termed it -- the "asymmetrical partnership": learning arrangements between local and international participants that did indeed reflect a mutual flow of experience and expertise; but not necessarily in symmetrical fashion. Either in terms of time, interest area, project perception, direct usability of the work undertaken. Or -- perhaps most significant, in terms of prior experience with voluntary initiatives and with people's participation in the development process.

The local and the global ...

Furthermore, it had been generally anticipated that the learning partnership would draw upon the local partners as local; the international -- in that capacity. In fact, at least as often as not during the four months the tables were turned.

The international participants were drawn right into the vortex of a local community: into its homes, its community planning debates, its transport problems, and its cultural cracks and cross-currents. Thy was to become also their local concern.

At the same time, the local partners, who continued viewing themselves quite naturally as the local counterparts, were thrown headlong into the world brought in by the partners from outside Thy; and into the intricacies of international visas and airfares, and the intense day-to-day management of an international program. It was one thing to theorize about the local and the global. Quite another to make this link operational!

Gunnar Hjelholt, [6] following the project from a

---

6. Evaluation Comments: "Some Impressions about the Thy Project", September 1978 (danish)

distance, had the following to contribute on this facet of implementation.

> ... A very exciting project, and really quite outstanding that a region itself takes iniatative in that way. Touches of the old folk-high school times where the community established itself on its own terms. But now going further, with the global perspective as backdrop.
>
> There are always difficulties when several worlds meet. Participants from the university world, representatives from many cultures with different values. The danish "learning partners", the daily practical world that also must be taken care of. There could be, as I understood it, a tendency either to fall into the "guest" role or to be part of the family. How close should the relationship be?
>
> The thought behind this educational program — that one should constantly be learning from one's experiences, both at the practical level (bio-gas) and through person-to-person exchange. That must have taken much energy out of the "steering" committee etc. And I believe we can learn significantly from these experiences of the U.N. University Association in Thy.
>
> Is it possible to hold onto the zeal, to manage administrative tasks one is not used to, difficulties with university-oriented participants — and get something out of it yourselves? If it is, then I believe you have a model here that could really help demolish the gulf between theory and practice, the local and the global ...

And indeed a key element in the program methodology -- aside from the linkage between the local and the global; and between project workers and the wider local community -- was the inter-dependence of theory and pratice.

Face to face ...

Again, the project was to generate its own responses to this learning principle -- through a very gradual process of "action research" [7] and "action training" engaging the participants face to face with the problems, and out from that engendering the local competence and skills, and eventually even the learning materials [8], needed to help with the solutions.

---

7. As used by Palmer and Jacobsen, in Action Research: A New Style of Politics in Education, Boston: Institute for Responsive Education, November 1974

> ... action research is an approach which combines the development of competence with community action. In such a collective undertaking people empower one another. And with the research method, people are equipped with facts and skills of analysis. The disciplines of research are employed to cut overwhelming social problems down to human scale and to reduce the stultifying level of rhetoric which usually accompanies our efforts to solve them.
>
> But what has research to do with action ... here research becomes a form of action, when it is done not by the experts but by people who themselves must act .. It is not so much that action-research leads to action, though that is certainly true. Action research is a form of action. It provides a means to engage people face to face with the problem ...

I use "action training" in much the same context, to connote the internal generation of skill areas (technical, as well as leadership/facilitator functions) arising out of the actual process of program planning and operation; and the organising of training workshops, study circles, working week-ends etc by project participants, on related aspects of local development.

8. For a list of the project documentation, learning materials, discussion papers etc (over 45 in number) produced by the participants of The Thy Project -- refer Appendix II of this Report.

Project Management

The soft underbelly ...

While, however, the components of action research and training (as well as the accompanying outcomes) were more clearly identifiable in the two work group arrangements; no less challenging along these lines were the learning prospects implicit in project management: the soft underbelly of so many programs, even participatory programs, in rural development.

And indeed the learning partnerships appeared at their most tenuous when it came to project management. The original members of the Project Group, in charting program operation and management, had counted on the international participants to join as full-fledged learning partners in terms of the project as a whole. Not only in the theme-groups, but also as co-managers in some of the day-to-day tasks and responsibilities of project co-ordination.

In fact, shortly after the initial weeks of orientation and adjustment, the Project Group fell somewhat sharply into a "we-they" syndrome -- with the original project group members, cast in the role of "Tordenskjolds soldater", [9] coping as best they could on their own with the day-to-day questions of program operation; and the weekly Project Group meetings often turning into a regular stomping-ground for the international participants to express their current demands and dissatisfactions.

In addition, within the group as a whole there were

---

9. Implying that a few were running from task to task, covering several bases. (A reference to the ploy adopted by General Tordenskjold to outwit his drunken opponent, by trooping the same soldiers through different streets -- thus giving the impression that the town was full of them)

varying interpretations as to how best to steer the effort.

Anders Skjødt, host to Peter Kirumbi, pointed out:

> Week leadership was a phrase he (refering to Peter) often used in his oral reports to me, when I asked what he was up to that day [10]

Bjørn Rossing, in his evaluation comments, urged for a "full-time professional". While Skipper (Project Group chairman) had the following reflections:

> On account of the diverse working characteristics of the two work groups, the P-group took a turn which I found difficult to accept ... It became more decision-maker than co-ordinator. And out from that came a steering that really ought to have stayed within the work-groups. And it continues to be my point of view that it was really better to be somewhat off-course, than to be steering ...

In retrospect, it might have been less taxing to structure the project group somewhat differently, with various members assuming specific areas of responsibility: international correspondence, project finances, host family contacts, transport etc -- rather than relying on the group as a whole to cover several bases jointly.

It remained a matter of future program development to incorporate the details of this experience, and to re-define the scope and functions of project management -- without losing sight of the key assumptions and principles guiding the initiative. There was little doubt, however, that the work of the Project Group had shed useful light on several of the how's

---

10. From participants' written evaluation comments

and how-not's of program operation in this particular context.

Project Evaluation

A matching framework ...

What we have not as yet touched upon -- in this discussion of program methods -- is the evaluation mode adopted by the project. The proposal for this first-run implementation cycle had taken into account the need for an evaluation framework that would match the special nature of the effort:

> Being of an experimental nature, the project must find a balance between an innovative and daring spirit and the caution required in the initial stages of such a venture. The evaluation design must, consequently, reflect both these dimensions of the project ... [11]

The actual evaluation methodology used during the four-month implementation was largely a creative hybrid, striving for a reasonable balance between the relatively structured and the spontaneous -- the formative and the summative; the goal-based and the goal-free.

Formative and summative ...

The week-by-week program outline (see adjoining pages) drawn up in the early months of project planning had factored in periodic check-points -- to monitor the various phases of this first run and possibly to re-align the steps ahead. These ranged from the initial exchange of expectations in the Orientation

---

11. From proposal for trial-run implementation, Thy Project, September 1976

TENTATIVE PROGRAM OUTLINE:
THE THY PROJECT

WEEK	DATES	PLANNED PROGRAM ACTIVITIES
I. (joint)	Sat. April 8 - Fri. April 14	. Orientation Week . Introduction to Project, and its Members . Language Courses
II and III (separate)	April 15 - 21, 22 - 28	. More detailed introduction to each Work Theme . Identification of tasks in each theme . Initial introduction to possible relevant local institutions and activities
IV and V * (separate)	April 29 - May 5 May 6 - 12	. Actual implementation of tasks in each work theme begins . In-service experience/contact with relevant institutions and activities
VI (joint week-end)	May 13 - 20	. Initial stock-taking . Exchange of initial impressions and experiences from each work theme . Discussion of project assumptions and principles
VII and VIII (separate)	May 20 - 26, May 27 - June 2	. Continued in-service contact with relevant activities . Discussion of key concepts, issues related to the work
IX * (joint)	June 3 - 9	. Working Seminar with representatives from Institutions, Projects in Denmark and abroad . Mid-point Evaluation Week
X * (separate)	June 10 - 16	. Individual visits by International Learning Partners to relevant institutions, activities in Denmark (outside Thy)
XI (separate)	June 17 - 23	. Consolidating final tasks in each work group

(over ...)

* Weeks that will require special advance planning

WEEK	DATES	PLANNED PROGRAM ACTIVITIES
XII and XIII (partial joint)	June 24 - 30 July 1 - 7	. Producing and presenting Project Work (Reports, Manuals, Exhibitions, Radio Programs) . Possible Public Meetings
XIV (partial joint)	July 8 - 14	. Final Report Writing
XV (joint)	July 15 - 21	. Project Conclusion . Evaluation . Sharing of Substantive Results and outcomes of experimental phase: Thy Project

Week (program week I); to the quarter-way stock-taking (during program week VI); to Mid-point Evaluation Week (IX); and the final, more formalized stages of Project Conclusion, Report-writing and Evaluation (Week XV).

Goal-based and goal-free ... Equally important, it turned out, was the balance between a goal-based and goal-free approach: reviewing actual outcomes and developments in terms of the stated objectives and assumptions of the effort; and at the same time finding a way to keep track of the unanticipated responses and spin-offs from this phase.

Participatory emphases ... In that the program methodology as a whole was rooted in the participatory emphases of the project -- it seemed somewhat natural that project evaluation too should proceed along these lines. Also, because there were several vantage points from which to review the implementation phase: the perspective of the program planners and managers; the work group participants; the international learning partners; the wider circle of community residents and institutions in Thy; as well as the national Ministry of Education which had provided the seed-funding for the effort.

Here again, the picture was pieced together in a number of ways with evaluative data collected on a range from the relatively structured to the spontaneous. Leo Pallesgaard used his film apparatus to record key project activities and outcomes; Roshan Billimoria kept track of evaluation discussions, and interviews with project participants -- on tape. Some use was made of evaluation questionnaires at the periodic checkpoint sessions; and several project

workers, including the international learning partners, concluded with written reports. In addition, Schjødt-Pedersen sent out a letter to all project participants, calling for their insight and evaluation comments to fill in the wider angle, (see accompanying page).

From within ...

Although The Thy Project -- as a project in its own right -- spanned a four-month implementation cycle, during the first quarter of '78; it was also part and parcel of the prior four years of program formulation and development.

The work-themes, the program principles and methods did not spring full-blown from the brow of some inspired policy-maker, on the eve of the experimental trial-run. They had emerged -- very gradually, and sometimes unevenly, from within the effort itself. Organic impulses and responses, emhasizing -- on the one hand, the basic rootedness of such a venture in local development; and on the other, a certain integrity of project implementation, management, a d evaluation in participatory context.

The project outcome, too, were rooted in the local time-frame -- difficult at times to detach from the developments of the earlier years; or the ripple-effects that were to continue after the actual conclusion of the trial run.

Dear _____

Now that The Thy Project, of the Nordic U.N. University Association, has concluded -- we would like to try and sum up the results, and work on a report outlining the beginnings, the implementation, and the possible outcomes.

To really be able to assess the project, it is necessary to have an individual evaluation from, as far as possible, all those that were directly connected with the undertaking, either as participants in the preparation or in one or other work-group; as hosts -- or "guests" -- in one way or another.

The Project Group would like to request you to send in some short written comments about the tasks/activities you were involved in, in terms of the project and your point of observation.

Following that, could you say a little about how you experienced the project implementation, what value you attach to your participation in it, and possibly also something about what value you attach to the project as a whole: the significance it has, has had, or could attain.

Ideas and suggestions are also very welcome.

Would you please send your responses in to me. Better even a few lines than nothing.

It would be good to receive these within a few days.

With thanks, and best wishes

On behalf of the Project Group,

K. Schjødt-Pedersen
7770 Vestervig

OUTCOMES

I think we can justly refer to the original paper (the project proposal) again because it outlines some working methods, based on principles which to a large degree have proved their worth. It has been -- I think if you evaluate the project, as we do now -- it has been so that you have been able to test the feasibility of the principles outlined.

You have found some principles and some methods which I believe have proved that they have been able to generate development as you have defined it. And this I think is one of the greatest assets of your project, although it is still difficult to evaluate all the details, that people discussing has led to some principles and working methods, and you have tried them out and proved to a large degree they worked ...

(Carl Nissen, Ministry of Education - on tape, evaluation discussions: Thy Project, July 15-17, 1978)

Although the periodic evaluation check-points had proved relatively useful in gauging program developments and outcomes during the actual four-month implementation -- it was not always easy to pinpoint precise outcomes as they surfaced. Nor, for that matter was it intended that the results be demonstrated in terms of startling statistical surprises.

It was clear, however, that the effort had yielded a number of interesting responses, both anticipated and unanticipated; immediate as well as possibly with longer-range implications.

Indeed, the outcomes of this Thy Project could be discussed along several dimensions: as against the stated objectives set forth in the proposal; on a continuum from the tangible to the less visible; in terms of the impact on participants themselves and the spread effect within the community; as well as on an on-going time-frame.

In terms of stated objectives ... The project proposal had set forth the objectives § on three bands, as it were: in terms of the region of Thy; in terms of the international learning partners; and in terms of the local participants and the initiative as a whole.

Taken together, these objectives raised <u>five basic questions</u> that the project outcomes would be called upon to address:

---

§ For the detailed objectives, refer proposal: Thy Project, September 1976

The basic questions ...

- to what degree had the project contributed to the identification and solution of concrete problems in the region, related to the two work-themes?

- to what degree had this process led to the acquisition of useful skills and knowledge, on the part of local and international participants?

- had the project generated a greater sense of international understanding in the region; at the same time as helping the international participants attain a broader perspective on the culture and development process of their own homelands?

- to what extent had the initiative pointed the way to new forms of international co-operation, consistent with the concept of a New International Economic Order?

- to what extent had the effort served as a testing ground in terms of the feasibility of the project principles and working methods, also with a view to undertake a longer-range program direction?

We take each of these questions in turn.

Identification and Solution of Concrete Problems:

It was reasonably evident, in terms of the first of these questions, that each work-group had come face to face with the process of identifying (and occasionally even of pointing towards solutions to) concrete problems and concerns in the region.

Preben Maegaard and Knud Hartmann, reporting on the activities of the bio-gas group, had indicated the local significance of the work their team was engaged in:

> For the individual farmer, the use of bio-gas technology means:
>
> - self-reliance in terms of energy
> - the improvement of the quality and effectiveness of their fertilizer
> - success in combatting parasites and resultant disease among their livestock
> - an improvement of their immediate milieu, also aesthetically in terms of smell etc
> - the basis of new areas of energy production and use (for instance: green-houses, grass-dryers etc)
>
> 1

Echoing this were the comments by one of the farmers actually on the way with his own bio-gas plant:

> We have some milieu problems in connection with our manure pile that we have to solve. And they can be solved with the building of a bio-gas plant; at the same time as we can utilize the gas-energy to be found in the manure. We have 80 head of cattle and almost 200 pigs, so that it should be quite a lot of energy that can be generated ...
>
> 2

Certainly the construction of large-scale bio-gas plants by the local farmers and craftsmen, members of Work Group I, was by far one of the most tangible outcomes of the project. No less intriguing though

---

1. Preben Maegaard and Knud Hartmann, "Towards the Regenerative Farm" - Reporting on the Activities of Work Group I, September 1978

2. Aksel Kirk, evaluation comments, October 1978

Thy-projektet har allerede givet helt kontante resultater

Der arbejdes seriøst med biogasprojekter

FN-universitetsforeningens Thy-projekt, der har haft deltagere fra udlandet siden midten af april, er godt i gang og vil formentlig snart give sig udslag i direkte lokalt anvendelige resultater.

Direkte håndgribeligt er således det arbejde, der er udført i gruppen omkring vedvarende energi, der som bekendt har deltagelse af den indiske stats rådgiver i opførelsen af biogasanlæg, Ram Bux Singh, der regnes for verdens førende ekspert på området.

Siden marts har en snes håndværkere og landmænd været med i en studiegruppe, der mødes en gang ugentligt på Teknisk Skole i Thisted.

– Vi har her beskæftiget os med dimensionering og teknisk udformning af biogas-anlæg og har fået udarbejdet tegninger efter bestemte størrelser besætninger, oplyser civiløkonom Preben Mæsgaard, Sdr. Ydby, der er med i gruppen.

– Men det er jo en betydelig investering at gribe an med, og derfor er det nok først og fremmest landmænd, der allerede står foran at skulle investere i gødningsanlæg, der i første omgang går igang med projektet. Men jeg vil dog nok tro, at der umiddelbart er tre-seks landmænd, der er interesseret, siger han.

Et biogas-anlæg, der kan behandle gødningen fra en besætning på f.eks. 100 stk kvæg, vil kunne opføres for 180.000 kr. Men det vil så også kunne producere en energimængde svarende til 50.000 liter olie om året.

Men et biogasanlæg giver også miljøfordele. Afgasningen betyder således fjernelse af lugtgener, ligesom det giver en vis forøgelse af gødningsværdien.

Hvis man i forvejen står for at skulle investere i f.eks. gyllekanlæg, vil omkostningerne ved et biogasanlæg med de 40 procent tilskud, der gives til energibesparende foranstaltninger, bringe prisen ned i nærheden af, hvad man ellers skulle ofre.

Preben Mæsgaard oplyser, at man gerne stiller sig til rådighed for møder, hvis nogen skulle være interesseret i at høre mere om gruppens arbejde.

ut-

THE THY PROJECT HAS ALREADY YIELDED SOME CONCRETE RESULTS ....

Thisted Dagblad
Thursday, June 8 1978

107

were the side-discoveries made by project participants, in getting to this phase of construction:

> With this very limited involvement, in terms of persons and in terms of money, that we had this dissemination effect ... That there are a dozen or so local farmers that now feel some confidence; that there are local craftsmen and local engineers that feel confident that they now can do it ...
>
> And that it is possible to sit out in a remote community and start up something, that encouragement and acknowledgment from that brings with it a stimulating effect. It focuses on the problem ...
>
> [3]

The second work-group: on out-of-school education and local development, had also wrestled with local concerns through the assignments undertaken by individual members: youth and unemployment; channels of information between the local administration and the residents; the local educational scene and factors of belonging ... Although here it was not always clear what had actually been achieved in terms of their solution. In Peter's words:

> To say the truth .. I do not know, I doubt that I have contributed to the actual problem solution. But it has given me a way of looking at my own work — how to solve the problems at home
>
> [4]

The very process of identifying local problems and concerns, and grappling with the solutions seem to have proved a skill training in itself.

---

4. Preben, 5. Peter - on tape, evaluation discussions July 15-17, 1978

Acquisition of Skills and Knowledge:

Proceeding to the second question, related to the acquisition of skills and knowledge on the part of project participants, there seemed evidence to suggest quite a range: from the technical specifics of drawing up and interpreting bio-gas blue-prints to the somewhat more untidy demands of managing voluntary community participation; from the crystalization of earlier personal and professional interest areas to the leadership required to organize community debate evenings, or to function in the role of local facilitator:

> In a number of cases I have been with farmers, and they are also experts in their way — but when you bring in this topic of bio-gas you must know what you deal with. I felt in a few cases ... they even asked in a few cases: are you people smart enough?
>
> And any time we want out there, and were fooling, we lost their confidence, and they would not come to the meetings. They could not use us.
>
> You can have many opinions on different aspects (of energy); it has no consequence. But when you come to give a farmer some advice, and it is his investment, it is his relationship to the hand-workers — they will of course laugh at him if he is taking some initiative which is not leading to good results.
>
> We must be competent with what we try to do .. so that they gain confidence. Because once they gain the confidence, they can do things themselves. This is not a technology for experts — it is to give people confidence.
>
> If you want to come more than one time to a place, you have to know what you are dealing with ...
> 5

5. Preben - evaluation discussions, July 15-17, 1978

On the part of the international partners too there was a certain confidence, during those final evaluation sessions, of what had been acquired:

> It was really good training for me ...
>
> 6

Or:

> I have convinced that I have gained new skills, I have gained new experiences, and a new way of looking at problems and at things.
>
> Even, it is a good experience for me to see such a project run, not on a full-time basis. That by itself is education. To run a project by people who already have other full-time responsibilities, but are thinking about development at what they call grass-roots — and what I call grass-roots — and at the same time trying to pave the way using their time, their money, their knowledge ..
>
> That is to me, by itself, an experience.
>
> 7

Greater Sense of International Understanding:

There was also little doubt, in considering the third question, that the project had contributed to a greater sense of international understanding in the region -- perhaps more so in terms of the spontaneous person-to-person points of collaboration than through any rigidly systematized exchange.

Through their various work-interests and activities, the international partners had found their way into the community, and into the homes and lives of its residents.

---

6. Alicja, 7. Peter - on tape, evaluation discussions July 15-17, 1978

> The only thing we knew beforehand about the project was some diagrams we had seen about the Vestervig Dommerhus and the newspaper articles ...
>
> But through Peter we got to know Alicja and Manuel, and also Ram Bux Singh. After we had met these three and got to know some of the people from the project-group, we began to get interested ourselves in this Thy Project.
>
> Our acquaintance with Peter turned into a real friendship the last two months he was here.
>
> 8

And again:

> We are so used to thinking along the track that is we Europeans who have something to teach ... over here we realized that it was us that could learn the most ...
>
> 9

The host families also had something to say on the matter:

> As host family for Manuel Morales, we did get involved in the project — and when we took in Manuel as a son of the house .. that's what will stand in our remembrance, for it became a warm and mutual friendship with the whole family here.
>
> 10

On the part of the international participants themselves what seemed to stand out, was the insights they had gained on their own homelands through the experience:

> First of all I must tell you that the conditions of our farmers are really completely another thing ...
>
> 11

---

8. Ane Krogh, 9. Ellen Rohwer, 10. Mrs Knudsen -- written evaluation comments, September 1978

11. Manuel Morales - on tape, June 24th, 1978

Or, as Peter expressed it:

> On this point of gaining broader perspective on the culture and development process of one's own homeland through personal and practical experience .. here is where my riches come.
>
> To talk about what under-development means in one's own society -- that has made a very big impact on me, in seeing and looking at the culture and development process at home.
>
> 12

New Forms of International Co-operation:

What was also somewhat exciting, moving to the fourth question, was the extent to which these four months had indeed pointed to new forms of international collaboration, also in grass-roots context. Among these the transfer of expertise and technology from South to North, and the dissemination effect of a little local effort drawing into its work a handful of international resources.

> That we had this dissemination effect, this is what I think counts most. Of course there are many activities going on very many places, but it obviously has a generative effect to have someone here from the outside who has a more established relationship to the technology ...
>
> 13

In this context, Ram Bux Singh, the international partner who played this role of catalyst so effectively during his stay in Thy had an interesting incident to relate:

---

12. Peter, 13. Preben - on tape, evaluation discussions, July 15-17, 1978

> I tell you the real story .. I actually went to this farmer's house for the first time .. A young girl of over twenty-two years was reading a book written in Danish.
>
> I went to see the cattle .. then the father came out. There was another man with me, he explained that he wanted to see the farm and talk about the feasibility of making a plant on this farm.
>
> Then she said, "Yes, where is he from?" From India. "What is his name?" Then the man said - Ram Bux Singh. She said, "I am reading his book! Now he is here!"
>
> Then the whole family came out, and took me into their house ...
>
> 14

Richard Stevens pointed out another useful role played by the international partners:

> The introduction of people from the outside has been a sort of mirror for the local people .. I think Peter and Alicja and the others from outside have helped enormously in helping local people confront a situation that they knew was there, but had not fully grasped ..
>
> 15

Gunnar Iversen, sceptical from the very start about venturing a link between the local and the global, re-iterated his stand:

> None of the partners can use what they have learned about the other's local problems ... a local problem in Denmark demands a local solution, not a Tanzanian one ...
>
> 16

---

14. Ram Bux Singh - on tape, June 6th, 1978

15. Richard Stevens - on tape, Evaluation discussions July 15-17, 1978

16. Gunnar Iversen - evaluation comments, September 1978

Peter, himself from Tanzania, saw the possibilities somewhat differently:

> What I have been trying to do is get hold of a problem which will be — one, a problem which is here but at the same time a problem at home. So that there is a relationship when I work with it ... I could go back to my village, or my work, my society and see how the problem is over there. Whether there are elements which are really common; whether it is the same problem or is not the same problem. And if it is not the same problem - why?
>
> 17

On the local front too, there was a general sentiment that for those who had engaged in the ups and downs of these four months -- the immediate community stood in larger relief:

> The work resulted specifically in two things as I see it. One was a new and different understanding of our local community, and communities, in the region. We discovered resources we have not known about before, and we discovered new possibilities. This happened in both work groups and in the general meetings ...
>
> 18

Feasibility of Project Principles and Working Methods:

The very fact that there were answers forthcoming to these basic questions seemed to indicate the basic feasibility of the principles and working methods, evolved out of the early years of project planning and discussion.

---

17. Peter - on tape, evaluation discussions, July 15-17

18. Aage Rosendal, Evaluation of the Thy Project, September 1st, 1978

The working methods by and large had withstood the test-run; and out from the practical implementation had emerged a fresh crop of concepts and constructs informing the practical experience: the peristaltic work rythmn of a voluntaty project that must take into account the daily work-day responsibilities of the participants; the asymmetries implicit also in a learning partnership; fresh angles to international collaboration. All immensely vital pointers for future program development and growth.

From tangible to less visible ...

Another vantage point from which to consider project outcomes might well be on a sort of continuum from the most concrete to the less visible, more conceptual components. Ranging, on the most concrete end, from: bio-gas plants; the various learning activities directly growing out of the project (study-circles, work-group meetings, community debate evenings, training seminars...); the written materials and documentation produced by project participants (training manuals, blueprints, study-circle outlines, discussion papers and articles, project orientation pieces, evaluation reports). And moving to the less visible -- in terms of the local, national, and international interest aroused in the work in Thy; the somewhat unique ingredients constituting program methodology; the spread-effect achieved by the local press; and the concepts generated in the actual process of implementation.

Impact on participants ...

Yet another dimension along which to view project outcomes -- would be the impact upon participants themselves, and points of collaboration with the wider community.

N.I.V.E. gets the Energy Prize!

Again, quite a range. From the crystallization of earlier personal and professional interest areas into project-related activities; the gradual nurturing of the action-research and training potential among core local participants -- to the sense of community fellowship and co-operation among project people; their active impact on the wider community; increased involvement in all sorts of local development concerns and activities; and the branching out into new initiatives and efforts in the region.

The international participants had a relatively shorter span on which to base their reflections:

> Perhaps what I have learned is more than what I am seeing now ... it is hard to feed-back on your own work, unless you have time to re-think, and to use what you have gained ... but it has given me a way of looking at my own work; an approach to solving problems at home. It will take perhaps a year to use the skills I have gained.
>
> 19

On an on-going time-frame ... In fact, given the special framework of the project and the fact that it had assumed a momentum of its own almost from the start -- it would be pointless to package all the outcomes into some four-month compartment!

If anything, this first implementation cycle was part of an on-going time-frame stretching back on the one hand to the early months, and years, of spade-work and of gradual growth; and on the other, casting out into the situations and activities and responses that were yet to follow several paces down the road.

---

19. Peter - on tape, evaluation sessions, Thy Project: July 15-17, 1978

Ram Bux Singh, mid-way through the implementation cycle, had given voice to these sentiments:

> I know you and the other project members sometimes feel you are not achieving enough .. I told Lillian one day, you are just speaking about two months and wondering what achievements do we have. In this initial period you have to wait.
>
> I have been working 25 years on these bio-gas systems, it took four years just to prepare the farmers to install bio-gas plants. This preparation we have done here in two months is a great preparation. You have really made a great achievement in this way — that the people have a realization that this is the sort of work I can begin myself ...
>
> 20

Sure enough, the actual construction of the large-scale bio-gas plants in Thy only got under way after the formal conclusion of the four-month cycle.

Manuel Morales, the youngest and most questioning of the international partners, who had returned to his homeland somewhat unsure of what he had achieved, sent word four months later:

> I want to tell you that I have been working on a small project about bio-gas systems, and we have designed a small unit in an Indian village near the capital city .. I was really happy to be part of the working group, because nobody in the group had any experience (practical) in bio-gas systems — and I do have some knowledge, more or less, in this factor ...
>
> 21

---

20. Ram Bux Singh - on tape, with Roshan: June 6th, 1978

21. In letter to Aage Rosendal, October 1978

The Hartmanns, Lillian and Knud, host family to Alicja Raciborska motored down to Poland during the fall vacation to compare notes with their partner -- in her home. The one, who on returning home had written to ask:

> I would like to know what is going on round the Thy Project now, and how people estimate our participation in Thy. I do feel I am tied to the Project, and to Thy ...
>
> 22

---

22. In a letter to Roshan, August 1978

KEY CHARACTERISTICS

... 9. Such a project would be of value to the developing world, firstly through the direct experience and know-how gathered on themes such as co-operative movements, people-based education, and -- more broadly speaking -- local administration and forms of co-operation. Also, perhaps especially, because of the experience gained by the international participants in working with the local community residents in analysing their situation and in attempting change.

10. The Project would be of worth to Unesco, because there are as yet only few and limited experiences with development projects of a similar sort -- almost none created by the local population themselves and building so radically on their own active efforts and management.

11. The Project would also be of interest to Denmark, because it builds upon the best Danish and Nordic traditions of "people-based education"; seeking solutions therefrom to some of the problems facing local communities.

(Carl Nissen, in his report to the Ministry of Education: The Thy Project - Community at Human Scale, September 1976)

pgs. 144, 145, 146 blank

As mentioned at the outset, this report really falls into four sections. With the first two chapters running through the early years of the effort; the next two etching in the contextual frames -- physical as well as conceptual; and the subsequent pages focussing on various aspects of the program in practice, the actual Thy Project. We move now to the final section: a look back, as it were, at some of the salient characteristics of this initiative ... And forward, to the travels ahead.

In reviewing ...

In reviewing these four and a half years of program growth and development, it seems important to draw out some of the features that characterized this work, Partly, by way of a close-hand analysis for the project participants themselves; and partly, by way of an attempt to relate the work here in Thy to related undertakings further afield, and to the general body of research and documentation on people-based local development and participatory initiatives.

Participation: the basis of program growth and direction ...

What stands out quite distinctly from the start is the participatory tenure of the effort. With participation not so much a desirable end-point to tilt towards; as a fundamental working method, forming the very basis of program growth and direction.

And this is worth stressing, that the participatory motif did not spring full-blown from the brow of some external enthusiast. Nor was it injected midway through the process of program formulation -- to solicit "the people's reponse." Or to lend credence, experientially, to the conceptual scaffolding already under construction.

If anything, participation grew organically out of the very nature (and sometimes, the apparent constraints) of the effort. And it extended, a sort of unbroken thread, from the very earliest stages of initiative-taking and formulation, project preparation, implementation, and management, to the rounds of evaluation and follow-up, and the use of outcomes.

In the process, it moulded not only the content areas (work-themes) chosen; but also the program principles and working methods, the research and training components -- even the learning materials produced. The concepts too appeared to emerge from within, often fresh frames and perspectives, rooted in the actual mud and grime of the experience.

What seems important to underscore under this point is the basic inter-relatedness of the various phases of program development -- with participation the key building-block in each: from the very first discussion evenings, through the next years of planning and practice, decisions and demands, and stock-taking.

Conceptual inter-connected-ness ...

There was another basic inter-connectedness that characterized the initiative: the conceptual. Returning to the image of the three-legged stool -- each leg a thrust towards the three key emphases of the project: local development, education for rural needs, international collaboration in grass-roots' context. Critical balance points, re-inforcing each the other. And together holding up the whole.

Collaboration between the local and global ...

There was another somewhat unusual, but distinct, strand running through the effort: practically every phase of it being characterized by some measure of

collaboration between the local and the global. This collaboration, spanning the range from working weekends where local project workers invited in representatives of international organizations to join in the planning and, even more useful, in the sparking of new steps -- to the full-fledged "learning partnership" forged between local and international participants during the four month trial-run.

There is little doubt that The Thy Project would have looked quite different without this on-going interplay between the immediate region, the local participants, the concerns uppermost to Thy -- and the world further afield: problems gnawing also at other rural communities-in-transition, related -- if not always identical -- assumptions, project partners from Guatemala and India, Poland and Tanzania.

It was not so much a process of comparison, as of mirroring. And sometimes, of mutual re-inforcement. The one throwing the other into sharper relief; suggesting, along the way, alternate in-roads and insights.

Voluntary self-reliant nature ...

Another hall-mark of the work in Thy was of course the voluntary self-reliant nature of the effort. Resulting, on the one hand, in the very fragile organizational framework characterizing each phase; the ebb and flow working rythmn -- dependent in its rise and fall on the day-to-day lives and responsibilities of its participants; and the situational leadership provided by the core project workers -- often a case of too few strapped with too much. And leading one of the international participants to question whether project assumptions matched project capabilities.

Resulting also in a cost-sharing ratio , just in the four-month implementation phase, of 1:4 , with '1' representing the seed-funding provided by the Ministry of Education, the latter indicating a very modest estimate of the voluntary contribution in cash and kind, on the local front.

Perhaps even more interesting are some of the features that sprouted as it were from this characteristic self-reliance:

- the tenacity and enthusiasm demonstrated in some form or other of continuous project activity over four and a half years,

- a rather remarkable local contribution of time, commitment, and resources over this period,

- manifest growth in indicators of self-reliance among project participants, in turn impacting upon local development processes and activities in the region,

- a live training-ground in community development and leadership, on the part of both local and international participants,

- and a thrust away from standard institutionalized roles and structures, and towards personal commitment and project ownership (evidenced, by way of one small but significant example: by the extensive use of participants own homes and work-places for project meetings and activities).

Challenging usual thinking ... Another characteristic feature of the project, and perhaps a contribution in itself, was the challenge it appeared to pose usual thinking about international collaboration, about grass-roots development, even higher education.

Suggesting (if not irrefutably proving) through its trial-run implementation -- that international collaboration need not follow one-way tracts between trainer and trainee, receiver and donor. Or a one to one ratio between international and local counterparts, to achieve the desired catalyst effect.

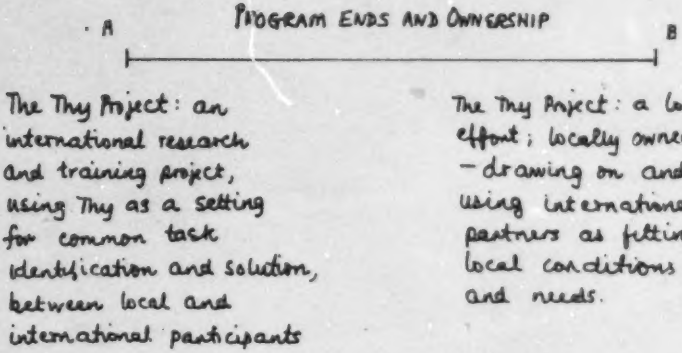
Pointing, in the domain of grass-roots development to some possible alternatives of program method, content area, and mode of evaluation.

Questioning the gap between the higher schooled and the higher educated. And attempting to open up education, also higher education, to the very specific demands of quality and utility (also in terms of research and training components, learning materials, questions of program methodology) introduced by linking learning to life.

On-going dialectic ... Also, appearing as a refrain throughout the Thy initiative was the on-going dialectic among project participants -- the self-monitoring, the quest for internal consistency, for representativeness, the angst over too little organizational structure, or alternately, too much.

A dialectic which seemed to surface most markedly during the four month implementation, in the form of two inter-acting continuums: the one representing

a sliding-scale on program ends and ownership; the other -- on the perceived role of the international partners and project outcomes. [1]


A
PROGRAM ENDS AND OWNERSHIP
B
The Thy Project: an international research and training project, using Thy as a setting for common task identification and solution, between local and international participants
The Thy Project: a local effort; locally owned - drawing on and using international partners as fitting local conditions and needs.
C
ROLE OF INTERNATIONAL PARTNERS AND PROJECT OUTCOMES
D
International Partners: researchers, "experts"; who would (on a partnership basis) study the local situation ... yield insights
International Partners: Co-workers who were willing and able to work with different community members (on mutually useful and mutually interesting basis)

1. From Roshan Billimoria, A Review and Tentative Assessment of the Four-month Implementation Phase, The Thy Project, July 15, 1978

Participants tended to act out from where they positioned themselves along these two continuums. With project activities and partnerships assuming various configurations along this quadrant. And yet clustered under the common canopy of the Search for Communities at Human Scale.

Question of transferability ...

What also arises, in this discussion of key features, is the question of transferability.

> And, a more general question. Is the Project going to transfer the ideas and the experience gathered in working with one community to another? Will the project be able to expand the extent of local participation and multiplication to ther areas, so as to be useful as an international enterprise ...?
>
> 2

Indeed, it would be a facile over-simplification to suggest a symmetry of concerns, much less solutions, between a region such as Thy (rural, termed developing, and yet nevertheless firmly rooted in the Danish ethos and environment), and communities and cultures in the developing world.

The Thy Project had set out to test the assumption that there is, nevertheless, an underlying bond (no matter how tenuous) between some of the paradoxes confronting small rural communities in transition. The trial-run appeared to have forged a link. How tenuous remained yet to be tested.

Also, talking about transferability, were the basics of the "learning partnership" forged in Thy -- and the potential of collaboration in grass-roots context, drawing upon participants as both learners and teachers. A partnership not only between the local and the global; but also between experience and expertise, policy-maker and practitioner.

---

2. Alicja Racibor[illegible], Concluding Report, July 1978

Furthermore, the fundamental inter-linkage between the local and the global, as a conceptual base, also seemed to carry the seeds of relevance beyond Thy. The realization that the search for answers to "the pressing global problems of human survival, development, and welfare" need not be confined to the corridors of international conferences, or to scintillating seminars at centres of higher learning.

That this search could begin just as well among the local communities and the local people who experience some of these problems first hand. And must struggle day by day with the solutions.

The Thy Project might well have cast a spark in that direction.

CONCLUDING,

LOOKING AHEAD ...

The project is over, but it continues.

The participants meet from time to time. Lillian Hartmann, as Chairman, calls the Board together. Pallesgaard is in the process of assembling project accounts. The past board members have formed a planning group to suggest next steps, new work-themes.

Preben is probably even more involved with the local farmers and craftsmen on the construction of their bio-gas plants. A circle that continues with their fortnightly work-group meetings. Roshan returns to Amherst, to finish the final draft of her dissertation -- also on The Thy Project.

The delegation from the Council of Europe, following their official exploratory visit to Thy this past September, indicates that it would like to include the Thy initiative in their regional network of innovations in adult education. Carl Nissen, from the Ministry of Education, suggests the availability of a small travel stipend to local project workers interested in visiting related undertakings in developing communities elsewhere.

There is talk about planning a Working Week next summer -- to co-operate with other community initiatives, also in developing regions, to exchange acquired knowledge and experiences; to explore fresh angles for future direction.

And of investigating the possibility of inviting in a United Nations University "Fellow", or two, as international learning partners -- to work further with the implementation of The Thy Project -- "The

p 158 blank

Search for Communities at Human Scale".

And of locating another bio-gas man from India that could, together with the local farmers and craftsmen, proceed to diagnose the fermentation process under way inside the tanks.

Apparently, the work, the search ... continues.

APPENDIX I

THE PARTICIPANTS

Thomas Andersen	blacksmith	Flade, Mors
Roshan Billimoria	educational consultant	Panchgani, India
Else Bisgaard	student	Skyum
David Cecil	student	Aalborg
Ejnar Clausen	farmer	Sejerslev
Mogens Damgaard	teacher	Bedsted
Ella Dissing	teacher	Sønderhaa
Holger Dissing	farmer	Sønderhaa
Ida Eriksen	artist	Skyum
Jørgen Færch	farmer	Humlum
Carsten Hartmann	student	Thisted
Helle Hartmann	student	Klitmøller
Knud Hartmann	technical school teacher	Klitmøller
Lillian Hartmann	housewife	Klitmøller
Arne Hyttel	mayor	Vestervig
Gunnar Iversen	radio producer	Sindrup
Chresten Jensen	poultry farmer	Stagstrup
Helge Johannesen	student	Elsted
Kathe Johannesen	pyschological consultant	Elsted
Aase Jørgensen	administrative secretary	Thisted
Aksel Kirk	farmer	Elsted
Kaj Kirk	farmer	Elsted
Tom Kirk	farmer	Hanstholm
Peter Kirumbi	priest/community worker	Kibaha, Tanzania
Chresten Knudsen	farmer	Villerup
Misse Knudsen	nurse	Villerup
Ane Krogh	choir leader	Hurup
Jørgen Krogh	vice-principal	Hurup
Mogens Krüse	teacher	Kallerup

Listing those directly involved in the four-month implementation phase;

* to mark locations outside Thy

H.A. Lund-Sørensen	advocate	Vestervig
Steen Toftsdal Larsen	farmer	Hvidbjerg
Preben Maegaard	civil economist	Ydby
Uffe Mathiesen	farmer	Erslev
Ulla Metz	teacher	Ydby
Erik Moller	engineer	Bjerget
Manuel Morales	trainee	Guatemala, Guatemala
Niels Mortensen	farmer	Villerslev
Skipper Kragh Møller	engineer	Ydby
Aage Rosendal Nielsen	rector	Skyum
Kai Nielsen	electrician	Næstrup
Shiela Nielsen	housewife	Næstrup
Carl Nissen	education inspector	Copenhagen
Poul Overgaard	farmer	Nors
Leo Pallesgaard	shopkeeper	Vestervig
Bendy Poulsen	blacksmith	Lyngs
Gerda Ramløse	adult education leader	Thisted
Alicja Raciborska	teaching assistant	Poznan, Poland
Inge Lise Roikjer	housewife	Gærup
Jens Roikjer	trade school teacher	Gærup
Ellen Rohwer	teacher	Hurup
Hans Rohwer	teacher	Hurup
Bjorn Rossing	retired	Randrup
Knud Schjødt-Pedersen	priest	Vestervig
Ram Bux Singh	bio-gas consultant	Etawah, India
Anders Skjødt	bank manager	Ås
Jytte Skjødt	housewife	Ås
Richard Lee Stevens	evening school teacher	Thisted
Knud Søgaard	engineer	Harring
Mark Thalmay	student	Gærup
Signe Tvermoes	teacher	Lild Strand
J.K. Vester	farmer	Tødsø, Mors
Erik Vestergaard	farmer	Vorring
Susan Vonsild	development consultant	Holstebro
Ole Westergaard	farmer	Nors
Kurt Westermann	engineer	Hanstholm
Anita Wood	artist	Gærup

APPENDIX II

DOCUMENTATION ON THE THY PROJECT AND ON RELATED THEMES AND ACTIVITIES -- PRODUCED BY THE PARTICIPANTS.

I. Orientation Material:

Billimoria, Roshan R.
"On Linking The Local to the Global -- Planning a U.N. University Centre in Thy, Recent Developments", in Journal of World Education, Spring 1976

Festuge I Thy: Et Lokalsamfund ser på sig Selv og på Verden (A Local Community Looks at Itself and the World) Study Week: The Thy Project, Vestervig: August 1975

Hartmann, Knud
Thy Projektet: Focus På Lokalsamfund (The Thy Project: Focus on the Local Community), Thisted: 1977

Hartmann, Lillian
Chairman's Report to the General Membership Meeting, Nordic Association, Vestervig: June 1978

Maegaard, Preben
Rapport om de Forende Nationers Universitet, Herunder Specielt Forslaget Til en Afdeling I Thy (A Report on the United Nations University -- and in particular on the Proposal for a Centre in Thy), Ydby: August 1975

Nielsen, Aage Rosendal
The United Nations University: A Commoner's View and Vision, Skyum Bjerge: November 1975 (December 1973)

Nissen, Carl S.
Thy-Projektet, Samfund I Menneskelig Målestock (The Thy Project, Community at Human Scale: An Orientation) Copenhagen: Ministry of Education, September 2, 1976

Rapport fra besøg I Thy i forbindelse med forsøgsprojektet (Report from a Visit to Thy in connection with the proposed Experimental Project), Copenhagen: Ministry of Education, March 1977

Søgen Efter Samfund I Menneskelig Målestock (Danish Translation of Proposal to U.N. University Council, Tokyo) Vestervig: Nordic Association for Establishing a U.N. University Centre in Thy), 1975

The Search for Communities at Human Scale: Draft Proposal for the Creation of a U.N. University Centre In Thy, Vestervig: Nordic Association, November 1974

The Thy Project: An Experimental International Research and Training Project proposed for Inclusion under the Unesco Participation Program, Vestervig: Nordic Association, September 1976

The Thy Project: An Orientation Sheet, Vestervig: August 1977

II. Discussion Papers, Articles -- On Themes and Activities related to The Thy Project

Billimoria, Roshan R.
Participatory Research and Action: Travels on the Road To Local Development -- The Pilot Project from Thy (dissertation proposal) Amherst: University of Massachusetts, December 1977

Hartmann, Knud
Offenlighed fasen i regional planlægningen: nærdemokrati eller narresut? An analyse af regional planlægningen i Viborg Amt med henblik på en Vurdering af offentligheds fasens betydning for Borgerne (Public Phases in Regional Planning: Participation in Local Development, or Pacifier? An Analysis of the Regional Planning Process in Viborg Amt with intent to evaluate the role of citizens in the Public Phases of Decision-making) Thisted: 1978

Hyttel, Arne
An Orientation on the Work Patterns of the Local Administration (in danish), Hurup: April 12, 1978

Notes on Thy (in danish), September 1978

Iversen, Gunnar
The Danish People's Involvement in Politics: An Historical Perspective on Political Apathy, May 1978

Maegaard, Preben
"Wind -- There Always Is" (in danish), Provinsbanken Temablad, Special Issue on Energy, May 1978

"Energy Planning in Viborg Amt" (in danish), Vedvarende Energi, Volume 12, 1978

"Non-depletable Energy -- But How?" (in danish), Vedvarende Energi, Volume 12, 1978

Nielsen, Aage Rosendal
A Historical and Universal Voice to Welcome the Learning Partners from Other Places to The Thy Project, February 1978

Schjødt-Pedersen, Knud
"Kirke - Sogn - Regionalplanlægning" (The Church, The Parish, Regional Planning) in Sogne Nyt, Vestervig-Agger, December 1977 - February 1978

III. Papers, Research and Training Materials from Work Groups I and II

Work Group I:

Design Blueprint of Bio-gas Plant, Thy Project Work Group I, 1978

Maegaard, Preben and Hartmann, Knud
"Towards The Regenerative Farm" -- Reporting on The Activities of Work Group I, September 1978

Maegaard, Preben
Application for Financial Support for Process Energy, to the Council for State Technology, (in danish) October 1978

Application for Building Permission - Kirk's Bio Gas Plant, to Thisted Kommune (in danish), October 1978

Singh, Ram Bux and Morales, Manuel
Bio-gas Technology: A Training Manual, June 1978

Singh, Ram Bus
Bio-gas Plants: Utilization of Wastes -- Recent Developments, Future Prospects n.d.

Work Group II:

Billimoria, Roshan R.
"The 'Methodology' of Participation: A Perspective on The Thy Project", Discussion Paper, May 18th, 1978

Hartmann, Lillian
"Læret for Livet" (Learning for Life) Course Outline for A Study Circle (in danish), April 1978

Iversen, Gunnar
Some Suggestions Regarding Interviews ..., April 25th, 1978

Nogle Barrierer For Kommunikationen Mellem Kommunen og Borgerne (Some Communication Barriers Between The Local Administration and the Residents), (in english and danish) July 10th, 1978

Johannesen, Kathe; Billimoria, Roshan; and Bisgaard, Else
Interview Schema -- On Factors Influencing A Sense of Belonging To The Region (in danish), May 1978

Kirumbi, Peter
Unemployment -- A Problem which is not a Problem, Discussion Paper, June 1978

Raciborska, Alicja
Some Remarks About Human Development at the Small Scale: A Tentative Analysis, Discussion Paper, April 30, 1978

Raciborska, Alicja with Iversen, Gunnar
The Region in Terms of its Problems and Needs -- An Attempt at Classification, from the remarks collected in Work Group II, June 8, 1978

Roikjer, Jens
A Discussion Paper, Out-of-school Education, Group II March 1978

IV. Working Guidelines, Outlines, for Program Development Thy Project:

Maegaard, Preben with Kragh-Møller, Skipper
"Samarbejdsformer for Thy Projektet" (Forms of Collaboration, Thy Project), August 25, 1977

Thy Project: International Learning Partners, March 1978

Work Week I, March 1978

Who's Who, March 1978

Tentative Program Outline, April 1978

Mid-point Meetings, June 2-10th, 1978

Project Conclusion Meetings, July 15-17, 1978

V. Concluding Reports:

Billimoria, Roshan R.
A Review and Tentative Assessment of the Four-month Implementation Phase, The Thy Project, July 15th, 1978

Kirumbi, Peter
"Education for Rural Needs", Concluding Report, July 1978

Maegaard, Preben with Hartmann, Knud (op cit)
"Towards The Regenerative Farm" -- Reporting on the Activities of Work Group I, (in english and danish), September 1978

Nielsen, Aage Rosendal
My Participation in The Thy Project, Harvest 1978

Raciborska, Alicja
Concluding Report, July 1978

Singh, Ram Bux
Progress Report on Bio-gas Work Group, May 20, 1978

photographs :

Tage Jensen
Poul Jensen
Klaus Madsen
Preben Maegaard

secretarial assistance :

Karen Ifversen

contributors :

Else Bisgaard
Knud Hartmann
Lillian Hartmann
Gunnar Hjelholt
Arne Hyttel
Gunnar Iversen
Kathe Johannesen
Misse Knudsen
Aksel Kirk
Peter Kirumbi
Ane Krogh
Preben Maegaard
Manuel Morales
Skipper Kragh-Møller
Aage Rosendal Nielsen
Carl Nissen
Alicja Raciborska
Jens Roikjer
Bjørn Rossing
Ellen Rohwer
Knud Schjødt-Pedersen
Ram Bux Singh
Anders Skjødt
Richard Lee Stevens

edited and compiled by :

Roshan R. Billimoria

133

ISBN 87-87582-69-4